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ABSTRACT

As a participant in a national program established under the Education Professions Development Act, Oregon State University established a program to prepare selected doctoral candidates with broad professional knowledge and specific competencies as vocational education leaders. An advisory committee was established and a system model for leadership training developed utilizing an individualized curriculum and internship program. Evaluation instruments included pretest and post-test measurements of student competency, attitude, and performance. Major accomplishments of the program are associated with participant success and oncampus changes. Of the 14 original doctoral fellows, 12 received degrees during the course of the program, and graduates were successfully placed in advanced leadership positions. Changes at Oregon State included course revision, a new doctoral program with a major in vocational education, establishment of an individualized vocational learning resource center, and improved research and data analysis of the staff. A list of references is included in the report. Appendixes comprise the major portion of the document and include two test instruments (the revised competency pretest and dogmatism-supportiveness-flexibility scale), student evaluation questionnaires, examples of experiences students had with disadvantaged and handicapped, lists of internship and field experience assignments, intern evaluation materials, and placement data. (RG)

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FINAL REPORT

PROFESSIONAL VOCATIONAL LEADERSHIP DEVELOPMENT PROGRAM THROUGH DOCTORAL FELLOWSHIPS (OPERATING GRANT)

Oregon State University

Corvallis, Oregon

September 1, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT SUBMITTED TO THE OFFICE OF EDUCATION
FOR SUPPORT THROUGH AUTHORIZATION OF THE
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT
DIVISION OF PROGRAM ADMINISTRATION

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TITLE: Professional Vocational Leadership Development Program Through Doctoral Fellowships (Operating Grant)

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Submitted by

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ABSTRACT

The major aim of the E.P.D.A. Leadership Development program at Oregon State University was to prepare selected awardees with broad professional knowledge and competencies as leaders in vocational education. A secondary objective was to develop a vocational leadership faculty at Oregon State. A total of twenty-one (21) awardees participated in the program.

Successful accomplishments associated with the project included the following:

1. The numbers of participants who completed doctoral programs at Oregon State has been exceptionally high. Of the fourteen (14) who entered at the beginning of the program, ten (10) Doctor of Education and two (2) Doctor of Philosophy degrees were granted to E.P.D.A. Fellows. One of the initially selected awardees left the program because of illness and she has indicated that the leadership development experience was of great benefit toward her professional growth.

2. The variety of internship centers available to the program was a definite indicator of the success of this aspect of the leadership development project. The various initial first year field experiences for the E.P.D.A. Fellows proved to be a desirable foreplay for the subsequent in-depth internships which followed later.

3. Many internship assignments were awarded through various State Department of Education agencies. These assignments served to strengthen the relationship between Oregon State University and the State Department.

4. Because of the many awardees who chose the Personnel Management area as a part of their doctoral programs, there has been established a closer working relationship between the School of Education and the School of Business and Technology or the O.S.U. campus.

5. Many changes occurred among staff members at Oregon State University as a result of the E.P.D.A. Program. Perhaps the most desirable change came about with the Division of Vocational, Adult, and Community Education where the common professional teacher education competencies were identified. As a result of this identification, implementation will be carried out during the 1973-74 school year whereby common competencies will be offered across-the-board to teacher trainees in vocational education.

6. Courses within the various units of the Division of Vocational, Adult and Community College were revised as a result of the E.P.D.A. program's placement on the campus. For the most part, these revisions terminated in courses being changed from

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departmental to "across-the-board" vocational designations. At the same time, cross-departmental staff responsibilities were planned and implemented in the instruction of the courses.

7. A new doctoral program with a major in Vocational Education has been established on the Oregon State campus as a result of the E.P.D.A. activity. The major will be included in all graduate school information originating at Oregon State during the 1973-1974 year and thereafter.

8. An individualized Vocational Learning Resource Center has been developed within the Division of Vocational, Adult and Community Education to facilitate the competency training required of the E.P.D.A. Program. This center was partially operational during the 1972-73 school year. It will be fully operational during the Fall term of 1973.

9. The vocational research and data analysis capability of the School of Education was substantially improved as a result of the project. One full-time Specialist was added to the Division to implement the research function. The quality of research, including doctoral dissertations for the E.P.D.A. Fellows and staff research, was increased because of this component of strength.

10. The successful placement of Fellows in advanced leadership positions following their completion of the program is obvious. All of the participants except those with studies in progress have been successfully placed in advanced positions where their leadership training has been utilized. Before and after placement data are shown as follows:

Name	Degree Earned	Previous Position and Agency	Position Taken and Agency	Date Left Program
Anderson, John	In progress	Chm. Industrial Ed Minnetonka Public Sch Excelsior, Minn.	Program in progress	
Batson, Betty	---	Teacher-Counselor Bessemer Tech Inst. Bessemer, Ala.	Guidance Counselor Bessemer Tech Inst. Bessemer, Ala.	8-15-71
Daly, Crayton	Ed.D.	Sup. Veterans Trg & Ed Voc Ed, State of Wash. Olympia, Wash.	Voc Ed Supervisor State of Washington Olympia, Wash.	6-15-72
Dresser, Judy	in progress	Dept. Head, Home Ec Public Schools Olympia, Wash.	Program in progress	
Heuchert, Arnie	Ed.D.	Voc Ed Director, Mt. Hood Community Coll. Gresham, Oregon	Director, Career Ed Prof Dev Center, OSU, Portland, Ore.	6-15-72
Huber, Jerry	Ph.D.	Dist. Instructor St. Louis Jr. Coll.	Voc Ed Specialist State of Nevada Reno, Nevada	10-31-72
Ledoux, Clarence	Ed.D.	Inst., Harris Voc-Tech School, Opelousas, Louisiana	Supv. of Voc Ed La. State Dept of Ed Baton Rouge, La.	6-15-72
Love, James O.	in progress	Business Ed Inst. SW Oregon Com Coll Coos Bay, Oregon	Business Ed Inst. SW Oregon Com Coll Coos Bay, Oregon	8-15-73
Massie, Jean	Ed.D.	Inst., Home Ec State Univ of N.Y. New York, N.Y.	Home Economics Ed North Dakota State Univ Fargo, North Dakota	6-15-73
Maxwell, David	Ed.D.	Elec., Farmer & Sales Rep for Paul Revere Co Ames, Iowa	Voc Ed Director Muscatine, Iowa Community Schools	6-15-73
McKittrick, Robt.	in progress	Asst. Football Coach Los Angeles Rams Los Angeles, Calif.	Program in progress	
Navara, James	Ed.D.	Supervisor State Dept of Ed Jefferson City, Mo.	State Fair Com Coll Sedalia, Mo.	6-15-73

Name	Degree Earned	Previous Position and Agency	Position Taken and Agency	Date Left Program
Neff, Gale	Ed.D.	Program Coord, Tech-Voc Ed, Tarrant Jr Coll Fort Worth, Texas	Coord, Tech-Voc Tarrant Jr Coll Fort Worth, Texas	8-31-72
Phillips, Wm. A.	Ed.D.	Dist Ed Reg Supervisor Fort Wayne, Indiana Community Schools	Director, Saginaw Skill Center Saginaw, Mich.	6-15-73
Prevost, Raymond	in progress	Voc Ed Dean of Inst.	Program in progress	
Reinmuth, Chas.	Ed.D.	Inst. & Admin., Mt. Hood Community Coll Gresham, Ore.	Voc Ed Director Clark College Vancouver, Wash.	6-15-73
Singkofer, Martin	in progress	Business Ed Sup, Western Wisconsin Tech Inst. LaCrosse, Wisc.	Com. Media Occup Cluster Corvallis, Ore.	6-15-73
Stemmer, Roland	Ed.D.	Div Chm, Tech-Voc Ed Everett Comm Coll Everett, Wash.	Voc-Ed Chairman Everett Community Coll Everett, Wash.	9-15-71
Sutfin, Wynn	in progress	Ag Instructor Hamilton H.S. Hamilton, Calif.	Ag Instructor Willows High School Willows, Calif.	6-15-73
Syhlman, Bill	Ph.D.	Teacher Eastern Wash. State Pullman, Wash.	Teacher-Educator Eastern Wash. State Pullman, Wash.	6-15-73
Griggs, Lawrence	in progress	Student Activities Cen. Mgr. & Counselor Oregon State Univ.	Program in progress	

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I. INTRODUCTION

Oregon State University was one of the eleven universities selected to participate in the National Leadership Development Program in Vocational-Technical Education. The leadership development awards program was designed to help alleviate the critical need for qualified leadership in vocational-technical education. The program was established by Congress under the Educational Professional Development Act and is administered by the Bureau of Educational Personnel Development, U.S.O.E., under Section 552, Part F, PL 90-35.

The specific purposes of the program were: (1) to provide opportunities for experienced vocational-technical educators to spend full-time in advanced study for a period of up to three years, (2) to meet the needs in all states for qualified vocational-technical education leaders in such areas as administration, supervision, teacher education, research, and curriculum development, (3) to strengthen graduate vocational-technical programs leading to the doctorate, and (4) to expand opportunities for graduate study.

The leadership development awards were made available to persons who had not less than two years of experience in vocational education or in industrial training, or military technical training; or in the case of researchers, experience in social science research which was applicable to vocational education. In addition, the persons selected for awards must have been currently employed, or reasonably assured of employment, in occupational education and must have had at least a bachelor's degree.

Objectives

The major aim of the E.P.D.A. Leadership Development Program at Oregon State University was to prepare selected awardees with broad professional knowledge and competencies as leaders to affect comprehensive vocational education programs in the nation. A secondary objective of the program was to develop a vocational leadership development faculty who could conduct personnel preparation after the program was completed.

The O.S.U. Model prepares individuals, citizens, and professionals in that order. The professional content prepared personnel in the vocational service areas and across service lines. Options allowed additional preparation in the areas of administration, supervision, research, teacher-education, and counseling. Programs for awardees emphasized special preparation to serve the disadvantaged and students with special needs.

Specific Proficiencies for the Awardee: (Outcomes for those who participated in all three phases.)

1. Conceptualizing community education by participating in various community cultures and identifying the various roles of the parent, the peer, the power group, and the public change agent.

2. Preceptualizing the comprehensive occupational task by being in constant contact with living examples where career education is liberal education and also practical.

3. Learning to live with ambiguity in administration by perceiving and having it demonstrated that the administrator is a change agent.

4. Sensitizing research to all groups by case studying actual problems of the disadvantaged and the problem of inflexibility of some service areas and college bound.

5. Counseling in career context by applying the career ladder approach under the direction of a competent counselor.

6. Cooperating with a highly competent supervisory staff by proceeding into the unknown with vigor toward a goal-oriented program.

7. Emulating a comprehensive teacher education program by observing and participating in a field-oriented teacher preparatory program.

8. Coordinating occupational offerings by developing a proposal that requires articulation with local communities, Oregon Board, and Oregon State University.

9. Reinforcing the competencies which awardees bring to the program by involving university and state staffs with local communities and sub-culture groups.

10. Delineating specific competencies essential to awardee goals by studying and organizing the material in two nationwide studies relative to vocational leadership.

These proficiencies were planned before the awardees arrived on the campus. Each or any of these were subject to modification based upon the individual's specific goals.

The method was field oriented. This was accomplished through coordination of Teaching Research, Oregon Board of Education, Northwest Regional Educational Laboratory, centers in public secondary schools, community colleges, programs for students with special needs and the disadvantaged, and with the four year colleges and universities.

Fellowship Advisory Committee

An E.P.D.A. Advisory Committee was active during the period of the program. It was felt that this committee contributed significantly to the

success of the program at Oregon State. Specifically, the Advisory Committee's* contribution included the following key factors:

1. The development of guidelines for internships.

2. Supervisory support for the program.

3. Comparison of the E.P.D.A. group experiences with those of other vocational leadership interns at Oregon State University.

4. Advisement relative to the total program, including evaluation.

The Selection Process

The selection of persons to participate in the E.P.D.A. leadership training program followed procedures established by the U.S.O.E. and modified according to each state's demands. Awardees were hastily assembled from over the United States during a six months planning and implementation phase. Needless to say, the resultant group of awardees was quite diversified. All applicants who were designated for attendance at Oregon State were accepted in keeping with a "zero-reject" philosophy adopted for the program.

The selected individuals received stipends for subsistence, and academic support not to exceed $4,200 per calendar year plus $500 for each dependent. Initially, in 1970, 11 institutions of higher education were approved to participate in this program. Through a process of selection by State Directors of individuals, and acceptance at the institutions, 160 candidates were chosen to participate in the Leadership Development Awards program.

The Oregon State University proposal, submitted to and approved by the Bureau of Education Personnel Development, U.S.O.E., resulted in its being allocated 14 of the 160 national awards. Awardees selecting the Oregon State program represented twelve states and they began arriving on campus during Summer Quarter, 1970. Those awardees unable to arrange to be on campus at that time began their work the Fall Quarter of that same year under an agreement that substitute course work and field experiences be taken during or at the end of the program.

Since the inception of the project, seven (7) additional awardees have been brought into the Leadership Development program. The selection of these additional awardees was possible because of the early degree completions for six (6) of the initially selected awardees and because one awardee dropped the program because of illness. Twenty-one awardees participated in the program during the period of the project. Demographic data covering these awardees are contained in Appendix A.

*A roster of E.P.D.A. Fellowship Advisory Committee members is located in Appendix E.

II. THE PROGRAM

Institutional Statement

The School of Education at Oregon State University consists of five divisions; namely, Elementary, Science and Physical Education, Humanities and Social Sciences, Educational Foundations and Educational Specialties, and Vocational, Adult and Community College Education. Service and related areas in the Vocational, Adult and Community College Education Division include agricultural, home economics, business-distributive, industrial-technical, and adult and community college education. The Division is responsible for special projects in all of these areas. This comprehensive program and staff provides an excellent base for a doctoral program. The addition of personnel from other divisions makes a broad vocational program even more comprehensive.

Loomis (1971) has asserted that leadership development must match programatic needs. Leaders need to be able to identify, analyze, and overcome such problems as (1) the prejudices that educators and the public have for non-academic endeavors, (2) the failure of educators, students, and others to relate academic and career goals, (3) the need to provide effective learning experiences for students in low income families and minority groups, (4) the need for development of teacher-education programs which match projected needs, and (5) the growing demand by the public for improved management practices in the schools, including planning and evaluation -- or accountability. Obviously, these concepts have large scope and tools such as systems analysis, program-budgeting, management by objectives, cost-benefit analysis and individualization of instruction principles are needed as competencies for leaders. The need for such competencies is as essential to vocational leaders as it is to other types of leaders (California State Department of Education, 1970). In addition, such competencies must be relevant to the job in which the leader finds himself; hence, they should be based upon occupational analyses or other procedures for validating job performance demands and standards.

The procedure used by Oregon State University to prepare leadership personnel for vocational education is based upon a systems model, which is characterized by the following major elements:

1. Identification of performance needs of vocational leaders through task analysis.

2. Development of behavioral (output) statements based upon the task analysis.

3. Selection of participants into the training program who are capable of attaining the behavioral output requirements.

4. Development of an instructional system to meet the needs of the training program.

5. Continuous evaluation of the system model to assure relevancy and flexibility for meeting the needs of the training program.

The systems model which is being used by Oregon State is given in Figure 1 below.

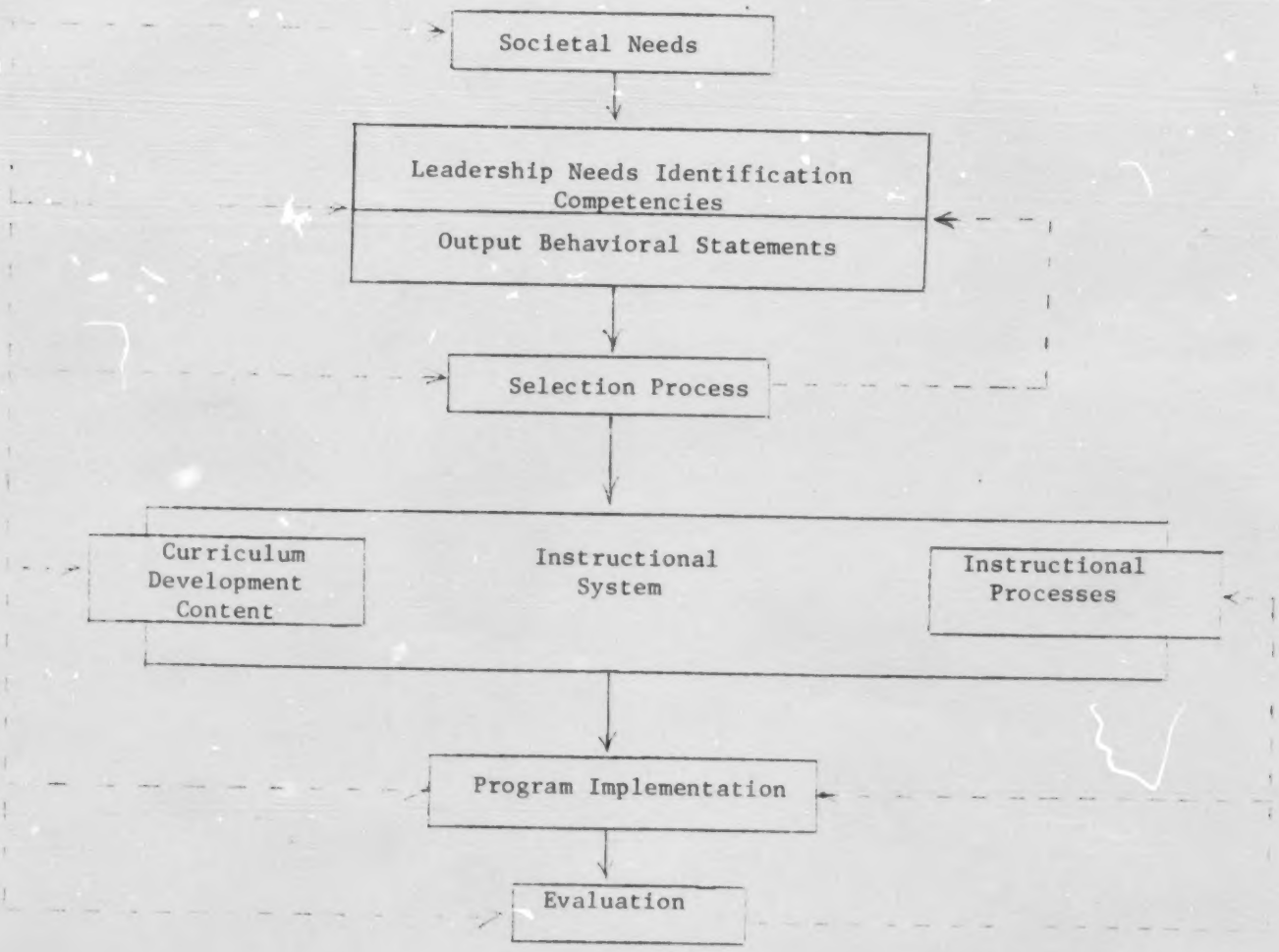

Figure 1. Leadership Personnel Training Model.

Leadership development in vocational education at Oregon State has been considered to be both comprehensive and specific in terms of preparation. The three-year program at Oregon State provided a base of foundation or core courses which developed prospective leaders with both cognitive and affective dimensions representing five major concern areas: (1) administration, (2) supervision, (3) teacher education, (4) guidance and counseling, and (5) research.

Participants in the program stressed competencies in the service areas of Agriculture, Business, Home Economics, Technical Education, Guidance, and Industrial Education by devoting a minimum of five (5) quarter hours in each of those areas outside of their undergraduate preparation. All learning experiences in these areas were individualized to complement prior experiences and training.

Further competency development occurred through field experiences in numerous educational agencies and institutions throughout the state over the three year project period. Participants devoted approximately one-quarter of their time to off-campus field activities the first year, one-half time the second year, and three-fourths time the third year. Their responsibility during this time was cooperatively planned with the participant, the agency supervisor and the O.S.U. staff to insure that field activities provided new experiences which spanned the spectrum of vocational education and supported their occupational objectives.

Research and the awardee's dissertation were directed toward aspects of vocational education which had implications for comprehensive programs within the various agencies responsible for teaching and administering vocational education. This work was oriented toward the occupational goals of the awardee.

The phases of the Professional Leadership Development program by time sequence is shown in Figure 2. This represents a general picture of the program which was available to most of the participants.

Figure 2.

PHASES OF PROFESSIONAL LEADERSHIP DEVELOPMENT PROGRAM
THROUGH DOCTORAL FELLOWSHIPS

Phase I: 3/1/70 - 6/14/71 Field experiences 25%; course work 75%

March-June (12 weeks)	Summer Term (12 weeks)	Fall Term (12 weeks)	Winter Term (12 weeks)	Spring Term (12 weeks)
Selecting, planning, and organizing with USOE, OBE, and OSU personnel	Orientation (See description of course & research under courses)	Course Work foundations, occupational and career education, statistics and research basics, the disadvantaged and special students		
		Field Experiences		
	15 credit hours	12 credit hours	12 credit hours	12 credit hours

Phase II: 6/15/71 - 6/12/72 Field experiences 50%; course work 50%

Summer Term (12 weeks)	Fall Term (12 weeks)	Winter Term (12 weeks)	Spring Term (12 weeks)
Field centers in areas of the disadvantaged and special needs	Leadership and Research Options	Leadership and Research Options	Leadership and Research Options
	Field Experiences (OBE, community colleges, public secondary schools, Teaching Research) (intern experiences in three service areas)		
15 credit hours	10 credit hours	10 credit hours	10 credit hours

Phase III: 6/13/72 - 6/30/73 Field experiences 75%; course work 25%

Summer Term (12 weeks)	Fall Term (12 weeks)	Winter Term (12 weeks)	Spring Term (12 weeks)
Work in option combining field and course work	Leadership and Research Options	Leadership and Research Options	Leadership and Research Options
	Field Experiences Staff members of a teacher education, supervisory, administrative or research center at a community college, public secondary school, state department, four year institution, or center for disadvantaged		
10 credit hours	10 credit hours	10 credit hours	10 credit hours

The Leadership Program conducted at Oregon State University was highly individualized. Due to the wide variety of both education and work experience, together with the future goals of the awardees, it was necessary for programs to be tailored to meet the individual needs. A curriculum was planned cooperatively with each awardee, his major advisor, and the directors of the fellowship program. Following an evaluation of the individual's background and future goals, a final course of study was drawn up. Some courses were to be completed by each participant, although many of the activities within these courses were also individualized. Specific courses available in the program included:

Occupational Block:	Philosophy of Vocational Education (3 cr. hrs.)		
	Principles and Objectives of Vocational Education (3 cr. hrs.)		
	Organization and Administration of Vocational Education (3 cr. hrs.)		
Foundations Block:	Educational Trends (Sociology)	Ed 597	(3 cr. hrs.)
	Educational Trends (Philosophy)	Ed 598	(3 cr. hrs.)
	Educational Trends (Education)	Ed 599	(3 cr. hrs.)
Statistics and Research Block:	Statistics	St 451	(4 cr. hrs.)
	Research Procedures in Ed.	Ed 512	(3 cr. hrs.)
	Research Application in Vocational Education	Ed 501	(3 cr. hrs.)
Intern Block:	Teacher Education in Agriculture	Ed 516	(5 cr. hrs.)
	Teacher Education in Business	Ed 516	(5 cr. hrs.)
	Teacher Education in Home Ec.	Ed 516	(5 cr. hrs.)
	Teacher Education in Trade and Industry	Ed 516	(5 cr. hrs.)

(Each awardee completed from the four areas a minimum of three -- 15 credit hours)

Emphasis areas designed as options for the awardees included five (5), 18 credit hour options from Administration, Supervision, Teacher Education, Research, and Guidance and Counseling.

Each of the awardees was programmed to take six to nine credit hours in each of the above areas and eighteen credit hours in one area, depending on his long-range goal.

The following list of courses and times serves as an example only of the type of schedule an awardee took in the program:

Summer Term 1970

Ed 507	3	Leadership Development Seminar
Ed 508	3	Perspectives of the Disadvantaged
Ed 508	3	Urban Problems of the Disadvantaged
	6	Minor outside of Education
		(Note: Most minors were taken in the Personnel
	15	Management area.)

Fall Term 1970

Ed 593	3	Recent Educational Trends (Administration)
Ed 546	3	Philosophy of Vocational Education
	3	Minor outside of Education
	3	Guidance and Counseling
St 451	1	Statistics
		One day per week field experience assignment
	13	

Winter Term 1971

Ed 597	3	Recent Educational Trends (Admin.)
Ed 594	3	Principles & Objectives of Vocational Education
	3	Minor outside of Education
St 451	1	Statistics
	3	Research in Occupational Education
		One day per week field experience assignment
	13	

Spring Term 1971

Ed 599	3	Recent Educational Trends (Admin.)
Ed 595	3	Organization & Administration of Vocational Ed.
	3	Minor outside of Education
	3	Supervision of Occupational Education
St 451	2	Statistics
		One day per week field experience assignment
	14	

Summer Term 1971

	6	The Disadvantaged and Special Needs
	3	Research in Occupational Education
	3	Supervision
	3	Elective (minor)
	15	

Fall Term 1971

Ed 516	5	Teacher Education in Vocational Education (Business Education)*
	3	Elective (in minor or emphasis area)
Ed 503	2	Thesis
		One-half time Internship
	10	

Winter Term 1972

Ed 516	5	Teacher Education in Vocational Education (Agriculture Education)*
	3	Elective (in minor or emphasis area)
Ed 503	2	Thesis
		One-half time Internship
	10	

Spring Term 1972

Ed 516	5	Teacher Education in Vocational Education (Home Economics Education)*
	3	Elective (in minor or emphasis area)
Ed 503	2	Thesis
		One-half time Internship
	10	

Summer Term 1972

	3-15	In minor, emphasis area, elective or thesis

Fall Term 1972

Ed 503	5	Thesis
		Three-quarter time Internship

Winter Term 1973

Ed 503	5	Thesis
		Three-quarter time Internship

*Assumes undergraduate preparation in Industrial Education.

Spring Term 1973

Ed 503 5 Thesis
Three-quarter time Internship

In addition to credit courses, each participant had a minimum of three quarter-long field experiences with a mutually acceptable cooperating agency during the first academic year. The total time commitments for these experiences ranged from 10-12 days arranged on a one day per week schedule or on some other basis acceptable to the awardee and the cooperating agency. During the second and third academic years, each awardee served a year-long internship in different agencies involving one-half and three-quarters time for each respective year. Internship and field experience assignments are shown in Appendix G.

The above listings provide only a general indication of the participant's program of work. Specific courses taken by each awardee varied according to his individual goals and needs.

Integrated within the various instructional courses that the awardees took were numerous dimensions of programs for the disadvantaged. This included the sociological and psychological implications and specific programs presently in operation. Focus was placed on the disadvantaged through course work and in the awardees' supervised field activities and internships. Numerous disadvantaged agencies within the state were utilized as field experience and intern centers. Examples of these were Portland's Vocational Village and Residential Manpower Center, Tongue Point Job Corp Center, the Oregon State schools for the handicapped, and other similar programs. Appendix F contains examples of disadvantaged and handicapped experiences which were included in selected awardees' programs.

Characteristics of Entering Students

A total of 14 trainees entered the vocational education leadership development program during the 1970-71 school year. These students came to Oregon State University from twelve (12) different states and they represented seven (7) areas of vocational education; namely, Industrial Education, Vocational Agriculture, Distributive Education, Business Education, Guidance, Technical Education, and Home Economics Education. One participant possessed a Master's degree in Vocational Guidance. The other thirteen students held their degrees in the teaching areas listed above with six (6) Master of Education, four (4) Master of Art, and three (3) Master of Science diplomas.

At entry into the program, the group was characterized as being 35.4 years of age, married, with two children, and with a minimum of nearly five years of teaching or related field experience.

At Oregon State each participant chose two (2) program minors with the total for the group being as follows:

Industrial Education	6
Personnel Management	6
Business Administration	5
Business Education	4
Secondary Education	3
Textile and Clothing	1
Agricultural Education	1
Animal Science	1
Vocational Guidance	1

For these nine (9) minor areas of work, along with their major of Vocational Education, their programs called for a total of 76 separate courses to be taken at Oregon State. It is upon these courses and the field experiences, which represent each of the trainees experiences, that the present assessment directs itself. The objective of the assessment was to evaluate the experiences in terms of the program strengths and weaknesses as seen through the eyes of the trainees themselves.

III. INTERNSHIPS

Newell (1964) suggested three components of a bona fide internship: (1) must be a phase of professional education which comes after or near the completion of a formal program of professional preparation, (2) must involve a considerable block of time (at least one semester on a full-time basis or the equivalent), (3) must involve the interns carrying real and continuous responsibilities in the field under the competent supervision of a practitioner and a sponsoring institution.

In a conceptual model, Rex (1968) suggested that internships should develop three phases of personal identification: self-awareness, role, and professional community.

One of the primary purposes of an internship is to relate theory and principle to professional practice. This implies that the prospective intern must know certain theories and principles so that he can put them into practice during an internship.

Internship Guidelines

Internship guidelines were developed early in the program operation at Oregon State. The statements which follow served as principles which guided the internship year phase of the E.P.D.A. Fellows program at Oregon State:

1. The internship generally varied in length from six months to one year.

2. An internship did not occur at the institution in which the awardee was last employed.

3. The field-based activities of the internship were supportive of academic work and research activities and were expected to require a minimum of one-half time effort.

4. Internships were cooperatively planned with the awardee, local agency, Oregon Board of Education and Oregon State University and were based on a memorandum of understanding between the local agency and O.S.U. for the services of an O.S.U. awardee as an intern.

5. Intern placement was generally at one of the following agencies:

   State Agency for Vocational Education
   Community Colleges
   Secondary School Districts of Unified School Districts
   Intermediate Education Districts

   In all cases, the only agencies to be used as intern centers were those that agreed with the Oregon State University Administration to serve in this cooperative endeavor. All centers had provisions for adequate supervision.

6. Teacher Education in vocational education in Oregon is a function of Oregon State University in cooperation with the Oregon Board of Education. Internships were created in teacher education through satelite programs under O.S.U.'s direction which emphasized vocational teacher education as contrasted to occupational specialists.

Each of the E.P.D.A. 552 programs was to have made provisions for extensive internship experiences. Based on previous experience in leadership development programs, Oregon State University implemented an internship program which is felt to be unique. It was expected that during the three-year period the prospective awardees would devote a minimum of fifty per cent of their time in internships and field-based activities. The first year provided for approximately twenty-five per cent of the time to be spent in field activities; the second year allowed for a half-time internship; the third year involved seventy-five per cent.

The first year's field experience provided an opportunity for awardees to gain experience in a number of agencies representing the diverse levels involved in vocational education, together with an opportunity to become acquainted with a wide variety of programs in Oregon. The format for the first year's field experience involved each awardee being assigned to a cooperating agency (i.e., local school districts, intermediate education district, community college district, state department of education, special educational programs for disadvantaged and/or handicapped students, and special research and development agencies). A different agency was assigned for each of the three quarters during the first academic year. Awardees were expected to spend 10 to 12 days in each agency at a time mutually agreeable and convenient for the local agency and the awardee. Generally, this resulted in a one-day per week experience with the respective agency. Additional costs for travel incurred in working with the agency were reimbursed to the awardee by the local agency.

The second level field experience was a half-time internship. Awardees were given the opportunity to apply for a wide variety of internships available in many of the same agencies in which they had their field experiences. The internship provided an opportunity for each awardee to individualize his learning program by developing individual objectives and learning outcomes as a part of his placement activities.

Regular supervision was provided by staff members from Oregon State University, together with the local agency supervisor. In addition, seminars were held with the E.P.D.A. awardees to further share experiences being gained through the internship activities. It was during the internship year that awardees completed much of their academic course work in vocational education. Courses were individualized in each of the service areas to allow for the development of learning activities in coordination with the host intern agency. Each awardee completed three five-hour blocks of course work related to the service areas not represented in his prior graduate and undergraduate work. In addition, 15 hours of electives could be completed during the internship year.

The third year provided an opportunity for the awardees to apply for a variety of openings involving leadership in vocational education. Each awardee was encouraged to begin basic negotiations for positions requiring up to eighty percent commitment of their time. The second level internship provided for further opportunities to gain an understanding of the functions of leadership in vocational education and to further specialize in areas leading to eventual job placement. As in the prior years, cooperating agencies represented the broad spectrum of occupational work in vocational education in Oregon.

The specific field experiences and internship assignments for each awardee are enumerated in Appendix G. Intern supervisors, as well as Intern Center addresses, are included in these assignments by year for each participant. Appendix G also provides examples of supervisor's reports and other sample materials relevant to the internship experience.

IV. EVALUATION

Evaluation may be defined as a systematic process for collecting and using information for decision making. It should provide a basis for planning leadership training programs, for monitoring their progress, and for assessing their outcomes. Accordingly, evaluation should facilitate the management and improvement of training programs.

The assessment of the effectiveness of a program can be based upon behavioral (performance) objectives, an integral portion of the Oregon State system model. This strategy calls for a precise description of learner outcomes and appropriate measures that assess the attainment of the specified behaviors. The conditions of the behaviors, which are based upon job analyses of educational leaders, dictate the assessment criteria. In addition, the behaviors may be modified as job requirements change in the field. Thus, the evaluation of content for the training program relates directly to job needs in the field as shown by the job analysis.

The closed loop nature of the systems model (Figure 3) makes feedback available for all portions of the program. Hence, validity checks may be made for each element in the model with corresponding corrections being possible within the system.

The individualized continual progress approach is conducive to the flexibility which is required for student selected for leadership training. The approach permits a crediting of prior competence by the student as he enters the system by pretesting him at the time of his initial enrollment. Continual and periodic competency assessment is built into the system so that an accurate monitoring procedure is made available to the curriculum planner.

At Oregon State University, the curriculum content evaluation process utilizes several instruments in assessing the instructional program. The evaluation is based upon three characteristics which are shown below:

1. Prior competencies of students which influence the time required for training. These competencies may be either cognitive, affective, or psychomotor depending upon the outcomes of the job analyses of leaders.

2. The quality of the student who is selected for the program. The quality of the enrollee may be influenced by either field experience, attitude, or academic ability.

3. Time for the average student to develop the required competency. Feedback within the system influences the time factor for the individual student. However, the self-paced nature of the program allows for the implementation of this element.

The major components of the evaluation procedure are related to the entering and terminal behaviors of students. These components are detailed in Figure 3.

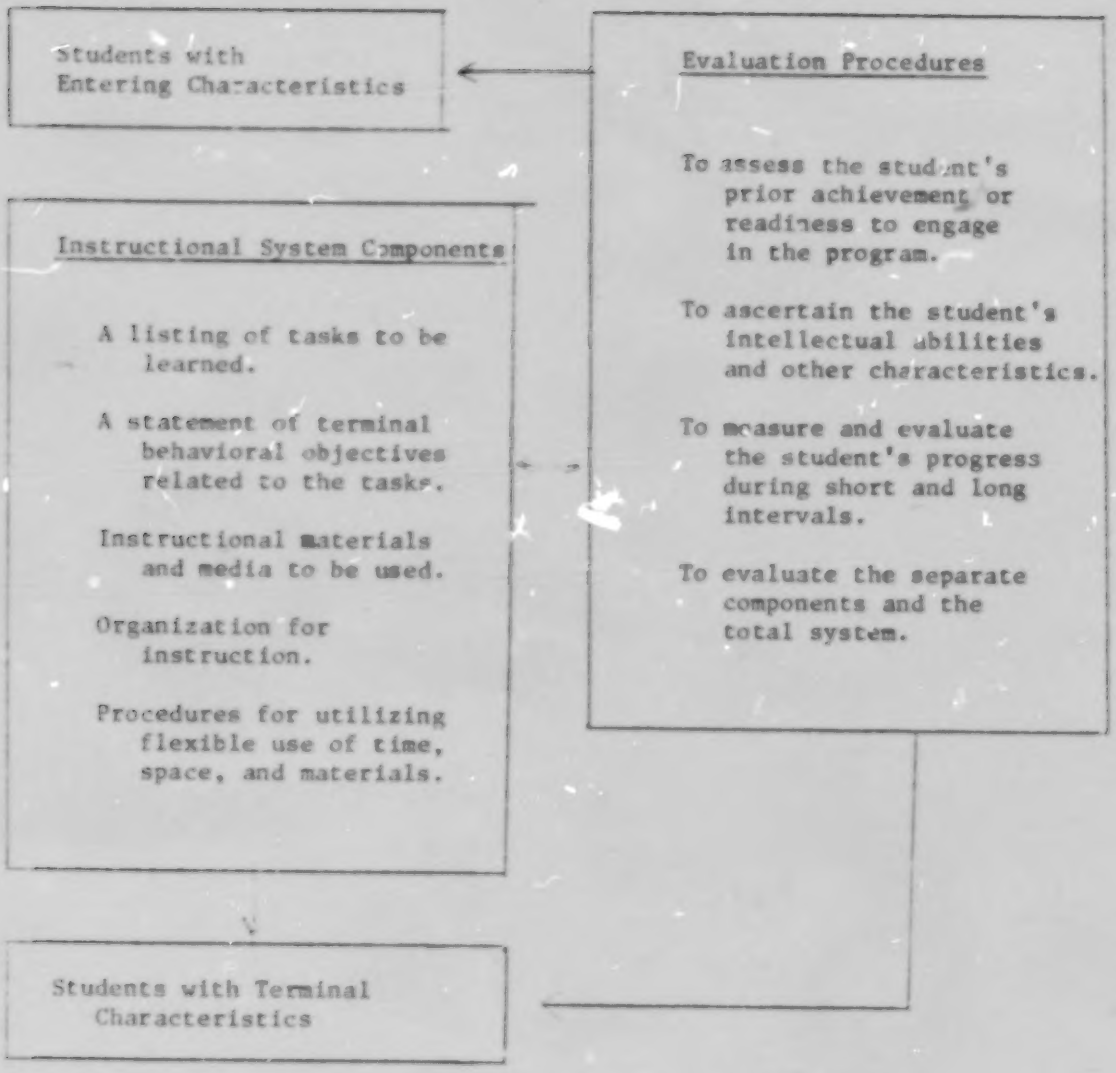
Students with
Entering Characteristics
Evaluation Procedures
To assess the student's prior achievement or readiness to engage in the program.
To ascertain the student's intellectual abilities and other characteristics.
To measure and evaluate the student's progress during short and long intervals.
To evaluate the separate components and the total system.
Instructional System Components
A listing of tasks to be learned.
A statement of terminal behavioral objectives related to the tasks.
Instructional materials and media to be used.
Organization for instruction.
Procedures for utilizing flexible use of time, space, and materials.
Students with Terminal Characteristics

Figure 3. Major Components of the Evaluation Procedure.

Evaluation of the program has been an integral and continuous process. An instrument designed for pre-testing and post-testing was developed prior to the program's initiation. The project was committed to developing a program which was based upon performance-based competencies and these were reflected in the evaluation procedure.

The instruments gave an indication of the participants' cognitive and affective characteristics. Additional evaluation came through performance in course work and subjective evaluation by the O.S.U. personnel and field center supervisors.

Specific pre- and post-test measurements included: (1) one hundred thirty-four competencies which the awardees rated on a Likert-type scale, and (2) changes in dogmatism, supportiveness, and flexibility.

As a result of the pre-testing, it is anticipated that more effective advising was conducted. In addition, greater measurable growth of the awardees from the initial stages of the program to the end of the three years was possible.

Specific tools used in the evaluation procedures were as follows:

1. Competency and Attitude Tests -- an evaluation device based upon the behavioral objectives for the training program, was used to assess the student's prior achievement as he entered the program and periodically thereafter.

2. Selection Instruments -- were used to ascertain the student's abilities and leadership characteristics. Reassessments of characteristics was made periodically to observe if changes took place for the individual participant.

3. Performance tests -- which were based upon the conditions of the behavioral objects was administered when the student felt a readiness to show his competence for a given task. In addition, the Leadership Development Competency Test and a Dogmatism-Supportiveness-Flexibility Scale were utilized at the end of the 1971-72 academic year.

In terms of long-range planning, the separate components of the system, as well as the total system, should be evaluated through two avenues.

1. A follow-up analysis made after trainees have been on the job as leaders at the end of 1, 5, and 10 years.

2. Additional job analyses made of educational leaders each three years to see if competency needs have changed. As changes are required, behavioral objectives for the program are modified in accordance with the job analyses.

In addition, periodic evaluations should be made to assess staff and course changes which have occurred as a result of the E.P.D.A. program.

The above procedures provide the necessary feedback into the system model to correct for discrepancies and changes which are forthcoming.

Assessment Procedure

Early in the 1970-71 school year and before the arrival of E.P.D.A. trainees to the campus, several studies were conducted in order to determine those tasks which leaders of vocational education should possess. (cf. Heilman, 1971 and Ward, 1971). Resulting from these studies was an 134-item Leadership Development Competency Test which represented the tasks which were desired in the leadership trainee at the conclusion of his program of work at Oregon State. For the most part, these tasks represented cognitive and psychomotor elements, each of which was characteristic of those tasks which leaders of vocational education ordinarily must be able to do as a part of their work in the field.

In addition to the cognitive and psychomotor areas of the vocational leaders work, there was also interest in probing into the attitudinal characteristics of the awardee. An instrument which has been used by the American Industry research project at Stout State University was selected for assessing this aspect of the project. This instrument, developed by Sedgwick (1965), was a modified version of the California "F" Scale, the MMPI "K" Scale, and the Rokeach "R" Scale. Generally, Sedgwick's modified scale measured openmindedness, flexibility, and supportiveness to aid others, three attributes which were considered to be important for vocational leaders. At the same time, a third in-depth interview assessment was made using an off-campus evaluation. This assessment delved into the various strengths and weakness areas for individual awardees as they perceived their own program of work.

The procedure for assessment included the testing of each E.P.D.A. participant during the Fall Term of the 1970-71 school year as he arrived on the campus to begin the program of work. The participant was given both the Leadership Development Competency and the Dogmatism-Supportiveness-Flexibility Scale* during this program pre-testing period.

The design for the assessment called for a retesting of the participants at the end of their second year of work on the campus. Thus, the two instruments were again administered to each participant during early Summer of 1972. The results of the pre- and post-testing are detailed in the section which follows. These results were considered to be useful in determining the strengths and weaknesses of the training program.

*See Appendix C for a copy of the Dogmatism-Supportiveness-Flexibility Scale.

Results of Competency Assessment

The competency test used for the assessment was an 134-item instrument which utilized a five (5) point Likert-type scale. Each item represented a competency (task) which was considered to be important to the job of a vocational leader. Each participant was asked to judgmentally assign a scale value to each of the items included in the test according to his perception of his present ability to do the competency. Hence, each participant reacted to each of the 134 items in completing the competency instrument. In all, the instrument was administered twice, once as a pre-test in the Fall of 1970 and again as a post-test in early summer of 1972. The composite results of these tests are shown in Figure 4.

FIGURE 4

Leadership Development
Competency Test
Composite

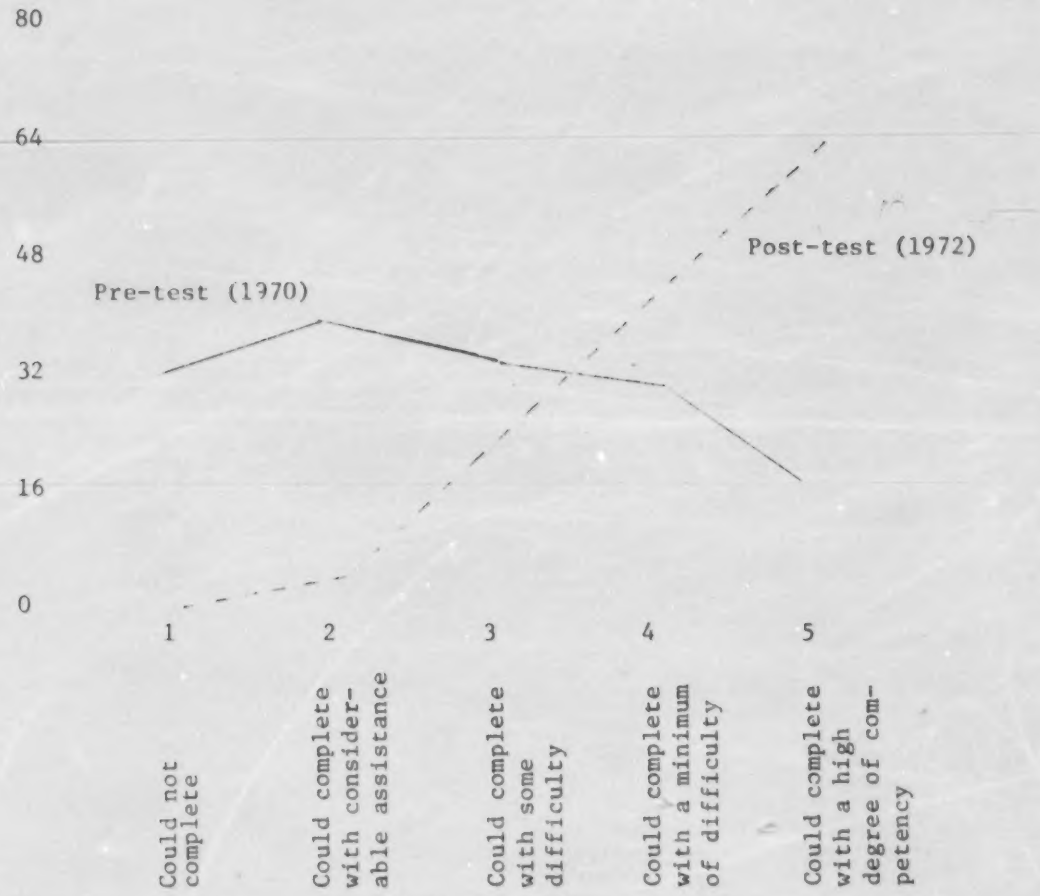

Figure 4 clearly indicates that, according to the participant's perception of his ability to do the competencies (tasks), there was a marked improvement at the end of the second year. This is quite obvious from the reactions of participants to 28 items which, at the beginning of the program, they felt they could not complete. At the end of the study the composite results showed that respondents felt that they could complete 68 of the 134 items with a high degree of competency, whereas their perceptions of the tasks at the beginning of the year indicated that they could handle only 17 items with this degree of competency.

Results of Attitudinal Assessment

The instrument which was used in the study to assess attitudinal change was a modified dogmatism-supportiveness-flexibility scale developed by Sedgwick (1965). The scale measured open-minedness, flexibility, and supportiveness to aid others; it was administered twice during the study, once as a pre-test in 1970 and again as a post-test in 1972.

Generally, the results of the attitudinal assessment indicated that E.P.D.A. awardees at Oregon State became more tolerant, as shown by their group mean score in the open-mindedness scale. The lower post-test mean score on the flexibility scale could be interpreted that the group became more flexible during the two years studied, although not a significant amount. Very little, if any, change was suggested as a result of comparing the mean scores for pre- and post-tests on the "willingness to help others" scale. Because of the very small sample of participants included in the study, these results cannot be generalized to any subsequent sample of doctoral workers on the campus.

On the other hand, some analogies may be made by comparing the results of these tests with those of other persons who have been subjected to the scales. During the 1965-69 school years, samples adequate for generalizations were studied at Stout State University in Wisconsin where experimental and control groups of teacher trainees were compared. The samples represented men and women who were majoring in Industrial Arts, Home Economics, and American Industry teacher education. The American Industry group, which was given a continuous student-centered, field-oriented, output-dimensioned program, was considered as the experimental group. During a four-year study period, the experimental group increased their flexibility patterns, increased their warmth, supportiveness, and ego strength, and did not change in dogmatism. The other two groups followed a contemporary teacher education program which was characterized by sequenced teacher-centered instruction with specified content and no field related work until the last two years of college. These groups decreased in flexibility in four years, did not change materially in their supportiveness of others, and increased in dogmatism.

A comparison may be made between the Oregon State and the Stout results. These results are shown in Table 1.

TABLE I.

Mean Scores for Selected Samples of Groups Taking
the Modified Dogmatism-Supportiveness-Flexibility Scale

Scale	Stout State University			Oregon State University	
	Industrial Arts 1969	Home Economics 1969	American Industry 1969	EPDA Fellows 1970	EPDA Fellows 1972
Supportiveness (K)	11.55	13.56	15.11	13.57	12.21
Open-mindedness (D)	152.25	141.27	138.44	136.21	133.29
Flexibility (R)	85.40	84.85	76.00	89.14	82.86

Note: An increase in value on the "K" scale is indicative of greater supportiveness of others; decreases on the "D" and "R" scales are interpreted as being more open-minded and more flexible, respectively.

Results of Interviews Assessment

Structured interviews were conducted during early 1972 to assess the various awardee perceptions of the E.P.D.A. program on the Oregon State campus. These were in-depth interviews relating to various facets of the on- and off-campus experiences of each awardee. They were conducted by an out-of-state evaluator who looked at program strengths and weaknesses as well as sociogram information supplied by the awardees. Interview instruments utilized in this assessment are provided in Appendix D.

The results of the interviews revealed the following:

(1) A majority of the awardees felt that their personal goals and expectations had been met as a result of the program.

(2) The internship opportunities available to the awardees were very desirable and they represented the flexible element of the program. Nearly all of those interviewed indicated that the internship segment of their training was the most beneficial part of the E.P.D.A. program at Oregon State.

(3) Most of the awardees were very satisfied with the decisions which affected the conditions of their stay on the campus.

Conclusions

Both the results of group and of individual assessments should be considered as conclusions drawn for the present study. Hence, this section is separated into two elements for purposes of drawing the conclusions.

The conclusions relating to group assessments are:

(1) The E.P.D.A. awardees, as a group, felt that they were adequately prepared in the competencies which were advocated in the program of work at Oregon State University.

(2) During the first two years, the group became slightly less supportive of others, more flexible, and somewhat more open-minded.

(3) The internship represented one of the most beneficial experiences in the program at Oregon State.

Individually, the following conclusions may be drawn:

(1) Each E.P.D.A. awardee felt that he had substantially advanced himself in terms of the competencies which the program advocated.

(2) For the most part, those who became more open-minded in the program were greatly influenced by several staff members whose ideas and opinions they valued highly.

(3) Those persons who became more supportive of others while on the campus were able to adjust their system of attaining goals to the existing administrative structure which they found at Oregon State University.

(4) Those persons who became more flexible tended to see themselves as "successful" within the existing administrative situation at Oregon State University.

The implications may be rather difficult to comprehend for this group of E.P.D.A. awardees because of the peculiar social arrangement as well as the on-campus adjustment patterns of individuals who made up the group. Generally, the group did not change dramatically in terms of attitude information while they were on the campus. This, of course, may reflect the maturity of the individuals, who by now in their professional development have had experience and practice at adjustments. We would expect to find certain criteria present among educators, regardless of maturity (e.g., high flexibility and supportiveness attributes). These and other criteria are basic to the implications.

If the competencies which are advanced for the program are valid, then the E.P.D.A. awardees who have been at Oregon State should carry with them adequate preparation for those cognitive and psychomotor skills required of leaders. The program appears to have been quite successful in this regard. The blending of course work and a strong internship experience no doubt have been responsible for this success.

Much more important than the data analysis results have been the various influences which the presence of the E.P.D.A. awardees have had upon the university operation and the staff. These influences are projected in terms of future planning elements in the next section of the report.

Future Planning

In 1968 Oregon State University made the decision to move to a performance-based vocational leadership development program. The program was originally conceived as an individualized continual progress system for learning which was characterized by four elements: (1) behavioral (performance) objectives, (2) mastery learning, (3) instructional packages (learning modules), and (4) self-paced instruction.

These elements allowed a learner to progress toward his needed goals in a flexible yet systematic manner. Relevancy was added to the mix through a series of leadership job analyses which identified the needs of vocational leaders. Since 1968, Oregon State has progressively encountered a series of successful experiences with leadership training utilizing the performance-based approach. Simulation materials, as well as campus developed modules,

have been utilized effectively in these successes. During the 1972-73 school year a Vocational Instruction Resource Center was opened on the campus to facilitate the leadership program.

Individualization of program organization is accomplished through a systematic preassessment which occurs through a variety of instruments based on recent research delineating necessary competencies for vocational leaders. Preassessment also involves an accounting of the person's past leadership experiences.

Personal leadership goals, together with the preassessment activities, are the base for each learner to determine specific learning goals and the selection of the internship agency. Hence, the internship experience is tailored to meet the individual's needs and to eliminate the deficiencies of the student as he moves into a leadership role.

The opportunity to acquire leadership and decision-making skills is available to all levels of vocational education enrollments at Oregon State University. Individualized learning modules and field-based internships have been essential ingredients to the process. Internships, which may vary in length from six months to one year, are tailored to meet the specific goals and needs of both the degree and non-degree learner in vocational education. These field experiences have proven to be the primary strength of the program. The relationship which is present between the campus and the field-based internship centers in the state is firmly established. Graduate level courses are used to provide continuity for all learners and to complement the learning process. The stage is set for a still broader base for internship experiences in the future as planned expansions are made to include additional in-state as well as out-of-state leadership internship centers.

A recently complete follow-up of past participants in Oregon's Vocational Education Leadership Development Program, a one-year graduate level internship program, indicates the success of moving vocational educators into leadership roles.

Thus, the program for leadership training at Oregon State is at the stage at which it can truly exemplify a flexible and individualized model for the profession. The Division of Vocational, Adult and Community Education is competently staffed with people who are experienced in performance-based leadership instruction. The time is ripe to encourage the continuation and enlargement of the program at Oregon State University.

V. MAJOR ACCOMPLISHMENTS

The major accomplishments of the E.P.D.A. program at Oregon State are associated with both participant success and on-campus changes resulting from the program. These accomplishments are either direct or indirect outcomes resulting from the E.P.D.A. program being located at Oregon State.

Accomplishments Associated with Participant Success

1. The number of participants who completed doctoral programs at Oregon State has been exceptionally high. During the period of the program, ten Doctor of Education and two Doctor of Philosophy degrees were granted to E.P.D.A. awardees. One of the initially selected awardees left the program because of illness and she has indicated that the leadership development experience was of great benefit toward her professional growth.

2. The successful placement of awardees in advanced leadership positions following their completion of the program is obvious. All of the participants except those with studies in progress have been successfully placed in advanced positions where their leadership training has been utilized. Before and after placement data are shown in Appendix I.

Accomplishments Associated with Program Development

1. The variety of internship centers available to the program was a definite indicator of the success of this aspect of the leadership development project. The various initial first year field experiences for the E.P.D.A. awardees proved to be a desirable foreplay for the subsequent in-depth internships which followed later.

2. Many internship assignments were awarded through various State Department of Education agencies. These assignments served to strengthen the relationship between Oregon State University and the State Department.

3. Because of the many awardees who chose the Personnel Management area as a part of their doctoral programs, there has been established a closer working relationship between the School of Education and the School of Business and Technology on the O.S.U. campus.

4. Many changes occurred among staff members at Oregon State University as a result of the E.P.D.A. program. Perhaps the most desirable change came about within the Division of Vocational, Adult and Community Education where the common professional teacher education competencies were identified. As a result

of this identification, implementation will be carried out during the 1973-74 school year whereby common competencies will be offered across-the-board to teacher trainees in vocational education.

5. Courses within the various units of the Division of Vocational, Adult and Community Education were revised as a result of the E.P.D.A. program's placement on the campus. For the most part, these revisions terminated in courses being changed from departmental to "across-the-board" vocational designations. At the same time, cross-departmental staff responsibilities were planned and implemented in the instruction of the courses.

6. A new doctoral program with a major in Vocational Education has been established on the Oregon State campus as a result of the E.P.D.A. activity. The major will be included in all graduate school information originating at Oregon State during the 1973-74 year and thereafter.

7. An individualized Vocational Learning Resource Center has been developed within the Division of Vocational, Adult and Community Education to facilitate the competency training required of the E.P.D.A. program. This center was partially operational during the 1972-73 school year. It will be fully operational during the Fall term of 1973.

8. The vocational research and data analysis capability of the School of Education was substantially improved as a result of the project. One full-time Specialist was added to the Division to implement the research function. The quality of research, including doctoral dissertations for the E.P.D.A. awardees and staff research, was increased because of this component strength.

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APPENDICES

APPENDIX A.

DEMOGRAPHIC DATA

E.P.D.A. FELLOWS

Name	Date of Entry	Age at Entry	Male or Female	Highest Degree at Entry	Year Rec'd.	Specialty Area
Anderson, John E.	6-15-73	33	M	M.S. Ed.S.	1963 1971	Voc-Technical Industrial Ed
Batson, Betty	9-15-70	46	F	M.A.	1967	Counseling & Guidance
Daly, Crayton	9-15-70	43	M	Ed.M.	1968	Industrial Ed
Dresser, Judy	8-16-71	31	F	Ed.M.	1967	Guid. & Personnel Home Economics
Heuchert, Arnie	6-15-70	36	M	M.A.	1964	Vocational Ed Community College
Huber, Jerry Wayne	9-15-70	26	M	M.S.	1970	Technical Ed
Ledoux, Clarence	6-15-70	36	M	M.Ed.	1969	Science Ed
Love, James O.	6-16-72	35	M	M.A.	1971	Business Ed
Massie, Jean	9-15-70	27	F	M.S.	1969	Home Economics
Maxwell, David	6-15-70	31	M	M.Ed.	1969	Industrial Ed
McKittrick, Robert	3-15-73	37	M	B.S.	1964	Agriculture Ed
Navara, James O.	9-15-70	32	M	M.A.	1966	Distributive Ed
Neff, Gale	6-15-70	33	M	M.Ed.	1966	Industrial Arts
Phillips, William A.	6-15-70	36	M	M.A.	1968	Distributive Ed
Prevost, Raymond	6-15-73	43	M	M.S.	1968	Mechanical Eng.
Reinmuth, Charles	9-16-71	38	M	M. BE.	1963	Business Ed
Singkofer, Martin	6-15-70	46	M	M.E.	1961	Business Ed
Stemmer, Roland	9-15-70	49	M	M.Ba.	1964	Business Accounting
Sutfin, Wynn	9-15-70	34	M	M.Ed.	1968	Agriculture Ed
Syhlman, Bill D.	9-15-70	36	M	M.A.	1961	Business Ed and Distributive Ed
Griggs, Lawrence	6-15-73	29	M	M.A.	1972	Counseling and Psychology

APPENDIX B.

COMPETENCY PRE-TEST (Revised)

Competency Pre-Test (Revised)

Leadership Development Program
Oregon State University

The Leadership Development Program at Oregon State University is committed to a systems approach to planning and, consequently, to an evaluation methodology which is product or outcome oriented. A competency pre-test is a necessary part of the product-oriented evaluation method. Hence, each participant in the program is asked to provide data related to his individual competencies for specific objectives which are included within the scope of the leadership training.

There is no time limit for completing the attached survey form. You are asked to carefully consider each item in conjunction with your past experiences and education. It is extremely important that your responses reflect your present status with regard to the specific competencies. The individual competencies have been randomly ordered within the instrument. (Note: Items have presently not been randomized)

For each of the items included in the survey instrument, indicate the level of competency which you feel that you have for the item. Use the following scale to reflect your levels.

5 - I could conduct this activity with a high degree of competency

4 - I could complete this activity with a minimum degree of difficulty

3 - I expect that I could conduct this activity but with some difficulty

2 - I would need considerable assistance if asked to complete this activity

1 - I could not, with my present background and education, complete this activity.

Using the above scale as a guide, indicate the level of competency which you feel that you presently possess. Circle one level for each of the activities which are listed below.

Item Number	Competency Description	Could Not Complete	Could Complete with Considerable Assistance	Could Complete with Som Difficulty	Could Complete with a Minimum of Difficulty	Could Complete with a High Degree of Competen
1.	Develop criteria for facility and equipment needs of occupational preparatory programs.	1	2	3	4	5
2.	Work with the educational administration to initiate occupational education programs.	1	2	3	4	5
3.	Interpret the vocational program to students and parents.	1	2	3	4	5
4.	Organize local occupational education advisory committees.	1	2	3	4	5
5.	Relate the occupational education instruction program to the other areas of the school curriculum.	1	2	3	4	5
6.	Establish and maintain effective working relationships with trade, labor, management, agricultural, health, and other manpower organizations.	1	2	3	4	5
7.	Effectively express myself orally.	1	2	3	4	5
8.	Locate and use community resources for program planning and operation.	1	2	3	4	5
9.	Identify and interpret the community labor market and student needs into meaningful programs.	1	2	3	4	5
10.	Coordinate the activities of occupational education staff.	1	2	3	4	5
11.	Develop resource materials for workshops and conferences.	1	2	3	4	5
12.	Organize and direct the activities of a workshop or conference.	1	2	3	4	5
13.	Describe a plan for sampling a cross-section of a large community.	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
14.	Develop a survey instrument, including letters of transmittal and follow-up.	1	2	3	4	5
15.	Interpret, in writing, the data provided in a survey.	1	2	3	4	5
16.	Plan and conduct an in-service activity relating to the functions and purposes of an advisory committee.	1	2	3	4	5
17.	Establish a system for replacing and rotating members of advisory committees.	1	2	3	4	5
18.	Conduct a meeting, involve members in the discussion, and summarize the discussion.	1	2	3	4	5
19.	Employ staff through the assessment of their professional and work experience preparation.	1	2	3	4	5
20.	Coordinate and supervise general correspondence and communication.	1	2	3	4	5
21.	Instruct secretaries on general office procedures.	1	2	3	4	5
22.	Develop final program reports, reimbursement reports, and reports on conferences and workshops.	1	2	3	4	5
23.	Write a plan for determining if instruction being offered is realistic and effective.	1	2	3	4	5
24.	Develop forms and procedures for evaluation and grading.	1	2	3	4	5
25.	Develop forms and procedures for ordering equipment and supplies throughout the vocational department.	1	2	3	4	5
26.	Develop a list of instructional materials, films, and speakers to be utilized by the vocational staff.	1	2	3	4	5
27.	Develop a model in-service program orientation to the world of work which will insure that the vocational education.					
	A. Locating and securing jobs	1	2	3	4	5
	B. Wage and hour laws	1	2	3	4	5

Item Number	Competency Description	Scale				
	C. Fringe Benefits	1	2	3	4	5
	D. Work responsibility	1	2	3	4	5
	E. Employee-employer relations	1	2	3	4	5
28.	Devise a plan of public relations that will relate the vocational program to the community.	1	2	3	4	5
29.	Devise a plan to evaluate the effectiveness of a public relations plan.	1	2	3	4	5
30.	Establish a plan, in cooperation with the counseling and guidance department, that will assure that all students have an opportunity to consider vocational education.	1	2	3	4	5
31.	Develop a career development plan for disadvantaged students.	1	2	3	4	5
32.	Describe the general characteristics of the vocational-technical student.	1	2	3	4	5
33.	Compile a list of materials and literature made available to vocational teachers and students which may help the student select a career objective.	1	2	3	4	5
34.	Make use of the services and procedures offered by employment agencies to secure jobs for graduates.	1	2	3	4	5
35.	Interview applicants for staff positions.	1	2	3	4	5
36.	Write letters of recommendations for graduates.	1	2	3	4	5
37.	Aid contractors and architects in the planning of facilities.	1	2	3	4	5
38.	Speak to lay groups about educational problems.	1	2	3	4	5
39.	Interpret legislation.	1	2	3	4	5
40.	Present information at meetings as a subject matter expert.	1	2	3	4	5
41.	Interpret state plan policy.	1	2	3	4	5
42.	Counsel students on educational problems.	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
43.	Counsel students on job placement problems.	1	2	3	4	5
44.	Understand the process through which legislation is generated at state and national levels.	1	2	3	4	5
45.	Establish a program that will involve on-the-job work experiences as part of the vocational education program.	1	2	3	4	5
46.	Use management techniques for program planning and budgeting.	1	2	3	4	5
47.	Provide leadership to youth groups stemming from the vocational education program.	1	2	3	4	5
48.	Explain the relationship of the school board to the school administration.	1	2	3	4	5
49.	Conduct a job or task-analysis.	1	2	3	4	5
50.	Develop a rationale for a particular curriculum plan built upon the technological, sociological, philosophyical, and psychological base.	1	2	3	4	5
51.	Write objectives, including:					
	A. Evidence of knowledge of behavioral objectives.	1	2	3	4	5
	B. Evidence of knowledge of educational domains (affective, cognitive, and psycho-motor).	1	2	3	4	5
52.	Write a description of the scope and sequence of courses to be offered in a curriculum plan with P.E.R.T. networks.	1	2	3	4	5
53.	Write a list of competencies expected of administrators of disadvantaged programs.	1	2	3	4	5
54.	Coordinate the gathering, selecting, and analysis of data with respect to jobs available to the graduates of a vocational education program.	1	2	3	4	5
55.	Identify the definitions of the various forms of hypothesis statements including the:					
	A. Question form	1	2	3	4	5
	B. Declarative form	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
	C. Null form	1	2	3	4	5
56.	Write a null and a declarative hypothesis for research problem statements.	1	2	3	4	5
57.	Select the Spearman Rank Order (Rho) Correlation Coefficient as the appropriate statistic for hypotheses and data which are presented.	1	2	3	4	5
58.	Identify sets of scales which are ordinal.	1	2	3	4	5
59.	Compute the Spearman's Rank Order (Rho) Correlation Coefficient to correctly solve problems.	1	2	3	4	5
60.	Interpret correlation coefficients in terms of the following:					
	A. Direction of relationship	1	2	3	4	5
	B. Strength of relationship	1	2	3	4	5
	C. Percentage of commonality	1	2	3	4	5
61.	Select the Chi-square (X^2) statistic as appropriate for hypotheses and data which are presented.	1	2	3	4	5
62.	Identify sets of scales which are nominal.	1	2	3	4	5
63.	Compute the Chi-square (X^2) test to correctly solve problems.	1	2	3	4	5
64.	Report the significance of the computed Chi-square (X^2) value.	1	2	3	4	5
65.	Locate appropriate numerical values in statistical tables.	1	2	3	4	5
66.	Determine degrees of freedom for statistical problems.	1	2	3	4	5
67.	Choose an appropriate probability level for a statistical problem.	1	2	3	4	5
68.	Select the student's "t" test as the appropriate statistic for hypotheses and data which are presented.	1	2	3	4	5
69.	Identify sets of scales which are equidistant interval.	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
70.	Compute the Student's "t" test to correctly solve problems.	1	2	3	4	5
71.	Identify sets of data as being either correlated or uncorrelated.	1	2	3	4	5
72.	Select the appropriate Student's "t" formula to be used for correlated and uncorrelated data.	1	2	3	4	5
73.	Report the significance of the computed Student's "t" value.	1	2	3	4	5
74.	Identify one-tailed and two-tailed hypotheses statements.	1	2	3	4	5
75.	Identify retest, equivalent form, and odd-even reliability statements.	1	2	3	4	5
76.	Identify content, construct, concurrent, and predictive validity statements.	1	2	3	4	5
77.	Compute the Pearson Product Moment Correlation Coefficient "r" to correctly solve problems.	1	2	3	4	5
78.	Select the F statistic as the appropriate statistic for hypotheses and data which are presented.	1	2	3	4	5
79.	Compute the standard deviations for sets of data.	1	2	3	4	5
80.	Compute the means for sets of data.	1	2	3	4	5
81.	Identify research design models appropriate for two-way classification analysis of variance as either random, fixed, or mixed.	1	2	3	4	5
82.	Correctly solve problems using the F statistic (two-way classification analysis of variance).	1	2	3	4	5
83.	Report the significance of computed F values.	1	2	3	4	5
84.	Correctly solve problems using the F statistic (single classification analysis of variance).	1	2	3	4	5
85.	Select the Pearson Product Moment ("r") Correlation Coefficient as the appropriate statistic for hypotheses and data which are presented.	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
86.	Write and defend a research plan which includes an accounting of the following elements.					
	A. Title	1	2	3	4	5
	B. Problem Statement	1	2	3	4	5
	C. Objectives (or hypotheses)	1	2	3	4	5
	D. Rationale	1	2	3	4	5
	E. Research design	1	2	3	4	5
	G. Management strategy	1	2	3	4	5
	H. Budget	1	2	3	4	5
87.	Select a representative sample from an identified population using a Table of Random Numbers.	1	2	3	4	5
88.	Write out how the assumptions are met for use of selected statistics.	1	2	3	4	5
89.	Select the Kruskal-Willis H Test as the appropriate statistic for data which are presented.	1	2	3	4	5
90.	Graphically plot the resulting variation patterns for presented data.	1	2	3	4	5
91.	Identify and sketch the most appropriate form of chart for the graphic presentation of data.	1	2	3	4	5
92.	Identify the meanings of the following terms:					
	A. Design	1	2	3	4	5
	B. Experimental unit	1	2	3	4	5
	C. Treatment	1	2	3	4	5
	D. Replication	1	2	3	4	5
	E. Factors	1	2	3	4	5
	F. Levels	1	2	3	4	5
	G. Design matrix	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
93.	Identify the appropriate research design for a given problem situation and sketch the design in matrix form.	1	2	3	4	5
94.	Select related research reports in your area of professional preparation and write out the practical considerations of the results of the reports.	1	2	3	4	5
95.	Develop a frequency distribution and a histogram for research data.	1	2	3	4	5
96.	Discuss, in writing, the historical origin of statistics.	1	2	3	4	5
97.	Compute percentile ranks for given sets of data.	1	2	3	4	5
98.	Calculate variances for sets of data.	1	2	3	4	5
99.	Diagram the various patterns of skewness and kurtosis for sets of data.	1	2	3	4	5
100.	Discuss, in writing, the concept of probability.	1	2	3	4	5
101.	Discuss, in writing, the binominal distribution.	1	2	3	4	5
102.	Compute standard scores for presented data.	1	2	3	4	5
103.	Read a normal probability table.	1	2	3	4	5
104.	Identify commonly used statistical symbols.	1	2	3	4	5
105.	Discuss, in writing, the central limit theorem.	1	2	3	4	5
106.	Compute a standard error of the mean.	1	2	3	4	5
107.	Discuss, in writing, the biases associated with sampling.	1	2	3	4	5
108.	Develop confidence intervals for estimation purposes.	1	2	3	4	5
109.	Determine the sample size needed for estimating a mean.	1	2	3	4	5
110.	Discuss, in writing, the types of risks involved in the testing of hypotheses.	1	2	3	4	5
111.	Discuss, in writing, the power of a statistical test.	1	2	3	4	5

Item Number	Competency Descriptions	Scale				
112.	Develop a scatterplot for presented data.	1	2	3	4	5
113.	Calculate a linear regression equation for presented data.	1	2	3	4	5
114.	Discuss, in writing, the concept of regression.	1	2	3	4	5
115.	Prepare budgets and effect fiscal operating controls.	1	2	3	4	5
116.	Develop and/or direct the development of occupational education curricula.	1	2	3	4	5
117.	Supervise the work of teachers and other school personnel.	1	2	3	4	5
118.	Identify the needs of disadvantaged groups in the community.	1	2	3	4	5
119.	Facilitate the development of the vocational education program to satisfy the needs of the disadvantaged.	1	2	3	4	5
120.	Facilitate the development of an in-service program to prepare teachers to meet the needs of the disadvantaged.	1	2	3	4	5
121.	Express hostility tactfully.	1	2	3	4	5
122.	Withstand adverse decisions from superiors gracefully.	1	2	3	4	5
123.	Use machine methods (e.g., computer assistance) for the analysis of data.	1	2	3	4	5
124.	Identify significant researchable problems of the disadvantaged.	1	2	3	4	5
125.	Prepare written information to be disseminated by public communication media.	1	2	3	4	5

APPENDIX C.

DOGMATISM-SUPPORTIVENESS-FLEXIBILITY SCALE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement on your answer sheet according to how much you agree or disagree with it. Please mark every one. Mark +1, +2, -3, or -1, -2, -3, depending on how you feel in each case.

Use a soft lead pencil. Make all marks dark. Place your mark between the dotted lines. Leave no stray marks and erase completely when necessary.

+3 Strongly Agree	+2 Agree	+1 Slightly Agree	-1 Slightly Agree	-2 Disagree	-3 Strongly Disagree

Sample Question:

98. I am easily awakened by noise.

Sample Answer Sheet:

+3	+2	+1	-1	-2	-3
---	---	---	---	---	---
---	---	98	---	---	---

This indicates that you agree slightly.

1. In times like these, it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

2. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."

3. I have periods in which I feel unusually cheerful without any special reason.

4. Unfortunately, a good many people with whom I have discussed important social and moral problems do not really understand what is going on.

5. I try to follow a program of life based on duty.

6. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.

7. I tend to be on my guard with people who are somewhat more friendly than I had expected.

8. There a number of people I have come to hate because of the things they stand for.

9. In the history of mankind there have probably been just a handful of really great thinkers.

10. I usually find that my own way of attacking a problem is best, even though it does not always seem to work in the beginning.

11. I worry over money and business.

12. I like to let people know where I stand on things.

13. I have a work and study schedule which I follow carefully.

14. Most of the ideas which get printed nowadays are not worth the paper they are printed on.

15. I certainly feel useless at times.

16. I have never felt better in my life than I do now.

17. When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently.

18. Man on his own is a helpless and miserable creature.

19. I am always careful about my manner of dress.

20. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.

21. I do not enjoy having to adapt myself to new and unusual situations.

22. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

23. Fundamentally, the world we live in is a pretty lonesome place.

24. A group which tolerates too much difference of opinion among its own members cannot exist for long.

25. I think nearly anyone would tell a lie to keep out of trouble.

26. At times my thoughts race ahead faster than I can speak them.

27. I find it hard to set aside a task that I have undertaken, even for a short time.

28. Most people just don't give a "damn" for others.

30. Often I can't understand why I have been so cross and grouchy.

31. At times I feel like smashing things.

32. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

33. What others think of me does not bother me.

34. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.

35. It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.

36. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

37. Of all the different philosophies which exist in this world, there is probably only one which is correct.

38. I usually maintain my own opinions, even though many other people may have a different point of view.

39. It takes a lot of argument to convince most people of the truth.

40. I believe that promptness is a very important personality characteristic.

41. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

42. The main thing in life is for a person to want to do something important.

43. It is only natural for a person to be rather fearful of the future.

44. Once I get wound up in a heated discussion I just can't stop.

45. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

46. The United States and Russia have just about nothing in common.

47. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

48. I find it hard to make talk when I meet new people.

49. I am often the last one to give up trying to do a thing.

50. I often become so wrapped up in something I am doing that I find it difficult to turn my attention to other matters.

51. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

52. I have never done anything dangerous for the thrill of it.

53. I'd like it if I could find someone who would tell me how to solve my personal problems.

54. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.

55. At periods my mind seems to work more slowly than usual.

56. I prefer work that requires a great deal of attention to detail.

57. Criticism or scolding hurts me terribly.

58. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

59. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

60. I get mad easily and then get over it soon.

61. It is better to be a dead hero than to be a live coward.

62. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

63. I often think, "I wish I were a child again."

64. I prefer to stop and think before I act, even on trifling matters.

65. I never miss going to church.

66. I think it is usually wise to do things in a conventional way.

67. In a heated discussion I sometimes interrupt others too much in my eagerness to put across my own point of view.

68. I find it easy to stick to a certain schedule, once I have started it.

69. The present is all too often full of unhappiness. It is only the future that counts.

70. I always put on and take off my clothes in the same order.

71. I am a methodical person in whatever I do.

72. I am against giving money to beggars.

73. If given the chance, I would do something of great benefit to the world.

74. I have very few quarrels with members of my family.

75. My blood boils whenever a person stubbornly refuses to admit he is wrong.

76. In the long run, the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

77. While I do not like to admit this, even to myself, my secret ambition is to become a great man, like Einstein, Beethoven, or Shakespeare.

78. I often find myself thinking of the same tunes or phrases for days at a time.

79. Most people just don't know what is good for them.

80. I dislike to change my plans in the midst of an undertaking.

81. A man who does not believe in some great cause has not really lived.

82. At times I am full of energy.

83. A person who thinks primarily of his own happiness is beneath contempt.

84. There is usually only one best way to solve most problems.

85. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

86. I always finish tasks I start, even if they are not very important.

87. I frequently find myself worrying about something.

88. When in a group of people, I have trouble thinking of the right things to talk about.

89. There is so much to be done and so little time to do it in.

90. At times I feel like swearing.

91. I usually check more than once to be sure that I have locked a door, put out the light, or something of that sort.

92. In this complicated world of ours, the only way we can know what is going on is to rely on leaders or experts who can be trusted.

APPENDIX D

INTERVIEW QUESTIONNAIRE

AND RELATED MATERIALS

(K D R) ITEM 10 Excluding grades, how successful do you feel that you have been in the EPDA program in terms of meeting your personal goals and expectations?

Comments -

_____ A. Yes

_____ B. No

_____ A. Very successful

_____ B. Fairly successful

_____ C. Not successful

_____ A. Usually

_____ B. Sometimes

_____ C. Never

(K D R) ITEM 11 Do you feel that you have been allowed to make most of your own decisions with regard to your program of work on the campus?

Comments -

_____ A. Yes

_____ B. No

_____ A. Very successful

_____ B. Fairly successful

_____ C. Not successful

_____ A. Usually

_____ B. Sometimes

_____ C. Never

(K D R) ITEM 12 In general, are you satisfied with the decisions which have affected the conditions of your stay on the campus?

Comments -

_____ A. Yes

_____ B. No

_____ A. Very successful

_____ B. Fairly successful

_____ C. Not successful

_____ A. Usually

_____ B. Sometimes

_____ C. Never

(K D R) ITEM 13 While on the campus, have you observed that people are working together for their mutual well-being?

Comments -

_____ A. Yes

_____ B. No

_____ A. Very successful

_____ B. Fairly successful

_____ C. Not successful

_____ A. Usually

_____ B. Sometimes

_____ C. Never

(K D R) ITEM 14 Do you feel that the things which you have been doing here are meeting your objectives in entering the program?

Comments -

_____ A. Yes

_____ B. No

_____ A. Very successful

_____ B. Fairly successful

_____ C. Not successful

_____ A. Usually

_____ B. Sometimes

_____ C. Never

Name_____

K SCALE Pre-test ranges: (9-17) This person's score was_____.
Interpreted in post-test as being_____

Questions

1. To what extent have your goals been met in the program here?

   Have you lost self-confidence while you have been here?

2. Do you generally agree with the value system at Oregon State?

   Does man advance himself at the expense of others here on the campus?

   Have any EPDA Fellows advanced themselves at the expense of others?

3. Have you had to deal with much "failure" in the program? How do you feel about it?

   Do you feel that you have continually beat your head against the wall while you have been here and yet still have gotten nowhere in terms of your goals?

   Do you feel that "failure" is accepted as a normal part of the learning process at O.S.U. or is it considered as a stigma?

4. Have you done much studying or socializing with other EPDA Fellows? With whom?

   Are there any of the Fellows who have not particularly been amenable to studying or socializing together with the group?

Name_____

R SCALE Pre-test ranges (59-107)

This person's score was_____
Interpreted in post-test as being_____

Questions

1. How do you feel about the administrative control which is present within the Division at O.S.U.?

2. Have you had a proper vote in making decisions which have affected your program of work on the campus?

   How do you feel about the university generally?

   How do you feel about the community? The state?

3. Are most of the learning situations on campus too structured to suit you? Are they too unstructured? Which courses? What instructors?

	Courses	Instructors
Structured	_____	_____
	_____	_____
	_____	_____
Unstructured	_____	_____

   Which (structured or unstructured) do you personally find to be the most satisfying?

D SCALE Pre-test ranges (99-174)

This person's score was_____
Interpreted in post-test as being_____

Questions

1. Are there many people at O.S.U. with innovative ideas (i.e., people with whom you have been in contact on the campus)? Who are they?

   Do many people here have ideas which are similar to your own?

2. Who's opinions do you value the most around here?

3. What were the courses which were the most threatening to you in your program of work (on campus)?

	Instructors?
_____	_____
_____	_____
_____	_____

   Specifically, why were they threatening to you? (Note: ask details about Business Administration courses).

APPENDIX E

FELLOWSHIP ADVISORY COMMITTEE MEMBERS

EPDA FELLOWSHIP PROGRAM

The following list of names are those which are included in the roster of the Fellowship Advisory Committee for the EPDA Fellowship Program. These people are presently being contacted and asked to attend a meeting on from to , in Room . If there are others that you feel should be included on the Advisory Committee please let it be known by bringing it up during the Divisional Council meeting or making a note and turning it in to me.

Dr. Eldon Schafer, President
Lane Community College

Ray Needham, President
Linn-Benton Community College

Leonard Kunzman
State Director of Career Education
Oregon Board of Education

Dr. Richard Bose, Chairman
Director of Vocational Village &
Residential Manpower
Portland Public Schools

Mr. Bill O'Neal
President of the Oregon Association
of Secondary School Administrators

Dr. James Beaird
Associate Director
Teaching Research Division

Dr. Pat Atteberry, Coordinator
Dept. of Industrial Education, OSU

Dr. Phil Davis, Coordinator
Dept. of Agricultural Education, OSU

Dr. Sylvia Lee, Coordinator
Dept. of Home Economics Education, OSU

Isabella McQuesten, Coordinator
Adult Education, OSU

Dr. James Sherburne, Coordinator
Adult and Community College Education, OSU

Dr. Henry Ten Pas, Director
Division of Vocational, Adult and Community
College Education

Dr. Mel Miller
Executive Secretary

Forrest Gathercoal, Asst. Dean
School of Education, OSU

Daniel Dunham
State Dept. of Education
Salem, Oregon

Gale Neff, EPDA Awardee

Clarence Ledoux, EPDA Awardee

William Phillips, EPDA Awardee

APPENDIX F.

EXAMPLES OF DISADVANTAGED AND HANDICAPPED EXPERIENCES

VOCATIONAL EDUCATION

WASHINGTON STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

March 26, 1973

Dr. Henry Ten Pas, Director
Division of Adult, Community
and Vocational Education
Oregon State University
Corvallis, Oregon 97331

Dear Henry:

Your request that I summarize the events that occurred while I was in the EPDA program which helped me to better understand the disadvantaged and handicapped person, was well received, and I am very grateful for having been given the opportunity to respond. Your own personal philosophy, I am sure, was the greatest factor that ultimately resulted in my gaining an excellent overview of the disadvantaged and handicapped.

This summary of the courses and experiences which in a significant manner contributed to the increase of my awareness toward the disadvantaged and handicapped person, specifically pertains to the three-year period of the EPDA program at Oregon State University, beginning June 1970 and ending June 1973 -- I was a participant in the program for approximately one-half of that period. The expert planning of the program by the director, Dr. Ten Pas, enabled me to increase my understanding of the disadvantaged and handicapped, and it is difficult at this time to distinguish just what courses of my program were more significant than the others for that purpose. It appeared to me that my program was so arranged that almost every course was in some way related to the disadvantaged and handicapped person and that I was permitted to include experiences of meeting with the disadvantaged and handicapped for the remainder of the three-year period.

My position with the State Board of Education in Washington is such that I am in almost constant contact with the handicapped, as I am a representative of the approving agency that by congressional law approves all schools, both public and private, which have a desire to offer education and training to veterans or others eligible for educational benefits under Chapters 34 and 35, Title 38, U. S. Code. Needless to say, I realize that I am much more knowledgeable in my dealings with disadvantaged or handicapped persons. I have a greater understanding when conducting a compliance survey and I find that a veteran with a bilateral, below the knee amputation is enrolled in a flight instructor course and

needs additional consideration and assistance in completing the necessary forms. While conducting a compliance survey at the Seattle Opportunities Industrialization Center, where each enrollee is a disadvantaged or handicapped person, I feel that because of my experience at OSU I am not only better qualified to communicate there, but I have a greater in-depth understanding of their problems.

Courses of significance:

Philosophy of Voc Ed	ED. 546	3 credits
Principle/Object Voc Ed	ED. 494	3 credits
Labor Problems	EC. 425	3 credits
Personnel Management	BA. 468	3 credits
Org. and Adm. of Voc Ed	ED. 495	3 credits
Curr. Trnds. Career Education	ED. 508	3 credits
Psy-Soc. Asp. of Voc Ed	ED. 533	3 credits
Labor Legislature	EC. 426	3 credits

Assigned experiences of significance:

Fall Quarter 1970: Assisting in the development of a more relevant counseling and guidance program at the Milwaukee Skill Center so that the disadvantaged or handicapped could more readily be identified.

Winter Quarter 1970: Educating teachers of the disadvantaged and handicapped at the Portland Residential Manpower Center, Springdale Campus.

Spring Quarter 1971: Developing a district-wide career awareness K-6 program which would assist all students, those disadvantaged or handicapped as well, in the Dallas School District.

Fall Quarter 1971 and Spring Quarter 1972: Assisting in the development of a state-wide career education program with the Oregon Board of Education, with numerous opportunities of involvement with the disadvantaged or handicapped students, particularly in the K-6 level.

Other experiences of significance:

Assisting in bringing six disadvantaged persons from the Portland Residential Manpower Center to OSU and providing for their three-day stay on campus.

Assisting in the development and implementation of programs so that they can be approved for veterans and others eligible

for Veterans Administration educational benefits. Findings from the supervisory visits to the approved course or program sites are shared and valued by other State agencies which definitely deal with the disadvantaged or handicapped persons, such as Rehab, MDTA, WIN, Welfare and Employment Security.

Sincerely yours,

CBD:fl

PERSONAL EXPERIENCES CONCERNING DISADVANTAGED-HANDICAPPED

E.P.D.A. Awardee

Workshops and Seminars		Grade	Hours
Ed 508	Urban Problems and Adult Education	B	3
Ed 508	Perspectives of the Disadvantaged	B	3
Ed 507	Role of the Secondary School in Meeting Needs of the Disadvantaged	A	3

Visitations

Vocational Village, Portland (Summer, 1970)
During a three hour visit I received an orientation to the program, toured the facility and visited with students and teachers.

Portland Residential Manpower Center, Portland (Summer, 1970)
During a three hour visit I received an orientation to the program, toured the facility and visited with students and teachers.

Portland Residential Manpower Center, Troutdale (Summer, 1970)
During a seven day visit I received an orientation to the program, toured the facility, visited with teachers, interviewed students, assisted with program evaluation and supervision of camp site.

Corvallis Farm Home, Corvallis (Fall, 1972)
During a two hour visit I met with school administrators to discuss some possibilities for program improvement by increasing the opportunity for students to experience hands-on activities. Later I spent two hours touring the eighty-acre farm. Subsequently, I assisted the Regional Career Education Coordinator in writing a proposal for implementation of a Vocational Agriculture program.

Board Meeting, St. Landry Parish Schools, Opelousas, La. (May, 1971)
Attended a school board meeting and heard a delegation of Blacks express their views as to why they opposed the conversion of a formerly all Black high school into a vocational facility for junior and senior students.

Other Activities

--- Conducted a study to analyze opinions of industrial workers in key occupations and instructors of the Electriticy-Electronics Cluster programs concerning mathematical skills needed for entry-level employment.

--- Read newspaper articles to follow up Board proceedings following the Board meeting visit by the Blacks who protested converting

Personal experiences cont'd.

--- their high school into a vocational education facility. The protest had no effect on Board plans.

--- Cursillo Experience (February 10-14, 1967)

Although this experience was prior to my involvement in the EPDA program, I believe that it has significance in terms of my preparation to assum a leadership role in vocational or career education. Cursillo means Course. In this case, a course in Christianity. Many of these courses have been taken by both men and women from all walks of life. For me, the course began at 7:00 p.m. on a Thursday and ended the following Sunday at 10:00 p.m. Seventy-two men of all social backgrounds -- Blacks, Whites and Browns -- were lodged in an old country schoolhouse in which there was little heat, no hot water, no bathing facilities, bunk beds, and virtually no communication with the outside world. A very well planned and organized schedule of events was put into operation as soon as the clock struck 7:00 p.m. and did not let up until 10:00 p.m. three days later. Many and varied lectures were given, followed by group discussions. Singing, praying and church functions were interspersed throughout. All food preparation and clean up was performed by former Cursillo participants on a voluntary basis. Help was never lacking. During the course of events, personal value systems were challenged; so were many mores, customs, traditions and prejudices. It got so hot at times that some participants (only two) had to be excused for their own welfare. For those who stayed, life could no longer be the same. Blacks and Whites, rich and poor, educated and ignorant, all realized that man had a responsibility to his fellow man regardless of his color, religion or creed. Each one realized the importance of improving the condition of all men, not only their own.

Perhaps this experience more than any other has prepared me for a leadership role in the area of the disadvantaged and handicapped.

TO: Henry Ten Pas

FROM: _____

SUBJECT: Disadvantaged and Handicapped Experiences

1. Course Work: HEd 513 Special Student Groups

2. Development of consumer homemaking curricular materials for out-of school youth and adults.

3. Research and paper in area of drop-outs, identification of potentiality and methods of alleviation of problem.

4. Competencies development

   a. Teacher Education: acceptance, practice and understanding that every human being is an individual in his own right and should be treated as such.

   b. Culturally Disadvantaged: lived in a culturally deprived neighborhood for 2-1/2 weeks. In conjunction with this experience worked with local extension service personnel in rural community.

   c. Curriculum Development: coordination of individualized instructional materials development in areas of drafting, business education, nursing, and welding at a community college.

   d. Guidance and Counseling: supervision and coordination of development of instructional materials for junior high students in area of guidance and counseling; focus was on individual perception and decision making.

APPENDIX G.

INTERNSHIP AND FIELD EXPERIENCE ASSIGNMENTS

E.P.D.A. FIELD EXPERIENCE

Fall 1970

AWARDEE*	SCHOOL	SUPERVISOR	PROJECT TITLE
Heuchert, Arnie Sutfin, Wynn	Dallas School District	Gordon Kunke	Articulation Project with Chemeketa Community College
Ledoux, Clarence Daly, Crayton	Occupational Skill Center	Robert Crain	Improving the Vocational Guidance Information Program
Maxwell, David Batson, Betty	Oregon Board of Education	Donald Gilles	Statewide Computer Followup of Vocational Education Students
Neff, Gale Navara, Jim	Lane County I.E.D.	Bill Manley	Implementation of the Lane County Master Plan for Career Education (and work on high school dropout program)
Singkofer, Martin Massie, Jean	Clackamas Com. College	Ronald Kaiser	Vocational Program Evaluation (or any other activity mutually agreed upon)
Stemmer, Roland Syhlman, Bill	Linn-Benton Com. College	William Jordan	Law Enforcement Program
Phillips, Bill Huber, Jerry	Lane I.E.D.	Ray LaGranduer	Cooperative Work Experience

*Note: Assignments were made in terms of two awardees per school.

EPDA FIELD EXPERIENCE
Winter Term 1971

BATSON, Betty	Oregon Board of Educ.	Don Gilles	Exploratory Programs in Vocational Education Research of Available List
DALY, Pat	Portland Residential Manpower Center	Dick Boss	Curriculum Construction with Bill Oleson and metals program staff
HEUCHERT, Arnie			
HUBER, Jerry	Linn-Benton Com. Col.	Bill Jordan	A Review of Local Needs in Your Employed Workman Curriculum
LEDOUX, Clarence	Cascade High School	Gene Kelly	Programs Evaluation and a building program of schools choice
MASSIE, Jean	Clackamas Com. College	Ronald Kaiser	Development of Learning Packages with Staff in Home Economics Curriculum
MAXWELL, David	Portland School Dist.	Marv Rasmussen	Continuing of Exemplary Proposal and other projects of school's choosing
NAVARA, James	Chemeketa Com. College	Dale Pinckney	A Feasibility Study for a Marketing Program and Related Co-op Program
NEFF, Gale	Portland Com. College	Don Fiser	Curriculum Construction with Staff in Schools Auto-Diesel Program
PHILLIPS, Bill	Milwaukie Skill Center	Bob Crane	Developing Co-op Work Stations and Serve as a Consultant for Distributior and Marketing Cluster
SINGKOFER, Martin	Dallas School District	Gordon Kunke	Developing a Long-Range Plan for Vocational Education in school district
STEMMER, Roland	Lane Com. College	Ray LaGrandeur	Develop model on program evaluation
SUTFIN, Wynn	Springfield School Dist.	Hartley Troftgruben	Agricultural Projects and Needs
SYHLMAN, Bill	Portland School Dist.	Marv Rasmussen	In-Service Plan Experience

EPDA FIELD EXPERIENCE
Spring Term 1971

NAME	CENTER	SUPERVISOR	ASSIGNMENT
BATSON, Betty	Linn-Benton Community College	Lee Archibald	Student Personnel Services
DALY, C. B. (Pat)	Dallas Public Schools	Gordon Kunke	Elementary Career Awareness
HEUCHERT, Arnie	Milwaukie Skill Center	Bob Crane	Administration
HUBER, Jerry W.	Residential Manpower Center	Richard Boss	Blue Print Reading/Teacher In-service
LEDOUX, Clarence	Oregon Board of Education	Don Gilles	Exploratory Program
MASSIE, Jean	Lane County I.E.D.	Bill Manley	Career Information Dissemination
MAXWELL, David	Oregon School for Deaf	Norm Silver	
NAVARA, James	Oregon Board of Education	Sydney Thompson	DECA Program
NEFF, Gale N.	Lane Community College	Lew Case	
PHILLIPS, William	Oregon Board of Education	Don Gilles	EPDA Proposal
SINGKOFER, Martin	Portland Community College	Donald Fiser	Cooperative Work Experience
STEMMER, Roland	Portland Public Schools	Marvin Rasmussen	
SUTFIN, Wynn H.	Linn-Benton Community College	William Jordan	Agriculture Program
SYHLMAN, Bill D.	Div. of Continuing Education	Leo Foltz	Teacher Education Proposal

Name and Address	Supervisor	Intern Position
Daly, Pat 1658 Polk Corvallis, OR 752-3521	Don Gilles	Oregon Board of Education 942 Lancaster Dr. NE Salem, OR 97310 378-3597
Dresser, Judy 974 Polk Eugene, OR	William Manley	Lane Intermediate Education Dist. 748 Pearl St Eugene, OR 97401 342-5576
Heuchert, Arnie 194 NW 33rd Corvallis, OR 753-8142	Henry Ten Pas	Division of Vocational, Adult and Community College Education Oregon State University 754-3235
Huber, Jake 528 NW 17th Corvallis, OR 753-0010	Doug Towne	NW Regional Education Laboratory 710 SW 2nd Ave. Portland, OR 97204 244-3650
Ledoux, Clarence 2955 Orchard St. Corvallis, OR 753-9391	Fred Archer	Cascade Union High School Route 1 Turner, OR 743-2141
Massie, Jean 737 N First St Springfield, OR 746-7154	Cas Heilman	Springfield School Dist. The Clinic Springfield, OR 747-3331
Maxwell, Dave 502 N 8th Philomath, OR 929-5371	Robert Adams	Linn-Benton Community College Box 249 Albany, OR 97321 926-6091
Navara, Jim 61 NW 35th St Corvallis, OR 753-6150	Monty Multanen	Oregon Board of Education 942 Lancaster Dr NE Salem, OR 378-3594
Neff, Gale 9735 SW Hall Blvd Tigard, OR 244-0907	Don Fiser	Portland Community College 12000 SW 49th Portland, OR 244-6111
Phillips, William 1920 SW A St. Corvallis, OR 752-4836	Don Gilles	Oregon Board of Education 942 Lancaster Dr NE Salem, OR 378-3597

Name and Address	Supervisor	Intern Position
Reinmuth, Charles 708 SW 16th Corvallis, OR 753-2762		EPDA Office Division of Vocational, Adult and Community College Education Oregon State University 754-1025
Singkofer, Martin 1475 NW 14th St. Corvallis, OR 752-5874	Dale Pickney	Chemeketa Community College 4389 Satter Dr NE Salem, OR 585-7900
Sutfin, Wynn Route 1, Box 47a Tangent, OR 928-8997	Monty Multanen	Oregon Board of Education 942 Lancaster Dr NE Salem, OR 378-3597
Syhlman, Bill D. 2904 SE Hawthorne Portland, OR 233-2276	Phil Davis	Portland School Dist. 631 NE Clackamas Portland, OR 234-3392

E.P.D.A. DIRECTORY

1972-73

Name/Address	Supervisor	Intern Position
Brenner, Judy 912 LaSalle St. Harrisburg, OR 995-6717	Melvin D. Miller Asst. to Director	Oregon State University Corvallis, OR 97330 754-2961
Ledoux, Clarence 2955 Orchard St. Corvallis, OR	Burr Fancher Coordinator Career Education	Linn-Benton I.E.D. Box 967, Albany, OR 926-8621
Love, James 35 El Rancho Drive Springfield, OR 97477 747-0939	Lewis Case Dean of Instruction	Lane Community College 4000 E 30th Eugene, OR 97401 747-4501
Maesse, Jean 685 Fairview, Salem, OR 364-5389	Monty Multanen Coordinator Career Program	State Department of Education Salem, OR 97310 378-4156
Maxwell, Dave 302 N 8th, Philomath, OR 929-5371	Don Gilles, Coord. Program Development and Evaluation	State Department of Education Salem, OR 97310 378-3597
Mayers, James 61 NW 35th St. Corvallis, OR 753-8150	Arnie Heuchert, Coor. Career Ed Personnel Development Center	Career Education Personnel Development Center, Box 16657 Portland, OR 97216 255-1841 Ext 191
Phillips, William 1920 SW A St. Corvallis, OR	Bob Payne Principal	Crescent Valley High School Corvallis, OR 97330 753-1631
Reinmuth, Charles 708 SW 16th Corvallis, OR	Arnie Heuchert, Coord Career Ed Personnel Development Center	Career Education Personnel Dev. Center Box 16657, Portland, OR 97216 255-1841 Ext 191
Singkofer, Marty 1675 NW 14th St. Corvallis, OR	Don Gilles Lee Foust	Career Ed System Curriculum Project 3270 Market St NE Salem, OR 97301
Sottin, Wynn Rt. 1, Tangent, OR 928-8997	Phil Davis Coordinator, Ag Ed	Oregon State University Corvallis, OR 97330 754-3714
Sylman, Bill 1820 NW 104th Portland, OR 97216	Arnie Heuchert, Coord Career Ed Personnel Development Center	Career Education Personnel Dev. Center Box 16657, Portland, OR 97216 255-1841 Ext. 191

APPENDIX H.

INTERN EVALUATION MATERIALS

THE OREGON VOCATIONAL EDUCATION
LEADERSHIP DEVELOPMENT PROGRAM

- Intern Evaluation -

Name of Intern: _____ Evaluation Period: Fall Winter 1971-72

Location: _____

INSTRUCTIONS: This evaluation shall be completed by the intern's supervisor. Check the column below that most closely represents your choice.

I. RELATIONSHIP WITH GROUPS:

1. Which of the following outside groups or agencies has the intern been involved with:

	DEGREE OF PARTICIPATION						EFFECTIVENESS OF THE INTERN				
						High	Low				High
	*0	1	2	3	4	5	1	2	3	4	5
a. Lay Advisory Committee						X				X	
b. Employers				X					X		
c. Labor Unions	X										
d. Community Organizations/Agencies			X						X		
e. Others (Identify): _____											
Comments: _____											
2. Which of the following groups within the educational unit has the intern been involved with:											
a. Teachers						X					X
b. Administrative Staff Meetings				X						X	
c. Retreats											
d. Counselors			X								
e. Principal/Deans & Assoc Deans				X						X	
f. Department Chairmen				X						X	
g. Superintendent/President					X					X	

*No opportunity for participation

	OPPORTUNITY						EFFECTIVENESS OF THE INTERN				
	Low					High	Low				High
	*0	1	2	3	4	5	1	2	3	4	5
2. (Continued)											
h. School Boards	X										
i. Students						X					X
j. Other: _____											
_____											
Comments: _____											
_____											
II. RELATIONSHIP WITH COLLEAGUES:											
1. Actively works with and/or receives cooperation from colleagues.						X					X
2. Handles people well who disagree with his point of view.						X					X
3. Seriously considers opinions of others.					X					X	
4. Offers and accepts criticism in a positive, tactful and professional manner.					X					X	
5. Assists, rather than interferes, with work of colleagues.						X					X
6. Effectively works with secretary and/or office staff.						X					X
7. Other: _____											
_____											
Comments: _____											
_____											
II. DECISION MAKING ABILITY:											
1. Is a careful planner.						X					X
2. First gets the facts and then decides.						X					X
3. Effective in applying new approaches and/or teaching						X					X
4. Promotes coordination						X					X
5. Can handle several different problems that occur simultaneously.						X					X

*No opportunity for participation

	OPPORTUNITY						EFFECTIVENESS OF THE INTERN					73
	Low					High	Low					High
	*0	1	2	3	4	5	1	2	3	4	5	
6. Works effectively even under frustrating conditions.						X					X	
7. When requested, willingly accepts assignments less desirable to him.						X					X	
8. Is prompt and accurate in submitting requested information.						X					X	
9. Other: _____												
Comments: _____												
IV. Personal and Professional Characteristics:												
1. Personal and professional conduct is supportive of institutional expectations.						X					X	
2. Objective when considering new points of view.						X					X	
3. Accepts responsibility.						X					X	
4. Adjusts easily to new situations.					X					X		
5. Gives an honest report of his problems and efforts.						X					X	
6. Strives to accomplish personal objectives.					X						X	
7. Seeks council and/or guidance in the accomplishment of per. obj.						X					X	
8. Other: _____												
Comments: _____												

V. Please make suggestions and/or comments that will add to the comprehensiveness of this report: _____

*No opportunity to participate

OSU
CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

February 11, 1972

Report of Supervisory Visit to: . . . . _____
Portland Community College . . . . . February 2, 1972
By: . . . . . Phil Davis

Our morning-long discussion brought out many things -- primarily the pressure that _____ feels in the completion of his program within a certain (undertermined) period of time. I feel his concern with the preliminary written examinations (February 5), were creating much of the anxiety.

_____ has done a good job of combining intern center responsibilities with Ed 516 activities -- so much that it is difficult for him to separate the two. This may also be causing some of the frustration. He spend so much time at Portland Community College that some of his expected, Ed 516 activities appear difficult for him to schedule.

_____has worked on the large proposal ($350,000) in Health Occupations. He is completing an evaluation system to be used in the Auto, Diesel, Electronics and Small Motors areas. His modularization in Auto Mechanics is being used except that it is <u>not</u> being individualized -- for which it was designed.

While in his home state over the Christmas holidays, _____ talked to several people concerning future employment. He feels there are several opportunities for him starting around September 1, 1972, if his program is complete enough.

PBD/djm
cc: Mel Miller

OSU
CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

November 1, 1971

Report of Supervisory Visit to: . . . . . _____
Portland Community College: . . . . . October 28, 1971
By: . . . . . Phil Davis

A pleasant visit with _____ was completed on Thursday afternoon, October 28, 1971. The Portland Community College employees met, and were very cordial and reflected an appreciation of _____ and his contribution. The major assignment given _____ at Portland Community College is the modularization of the automotive offerings -- with possible ramifications for many other subject areas. _____ hopes to research this area as a basis for his dissertation. I advised him on his dissertation proposal -- form and approach -- NOT content.

Many of the "objectives" for _____ have been completed. We spent time discussing additional objectives and activities to gain experience in areas needed by administrators in community colleges.

_____ has not determined as yet a specific project in Ed 516 (Home Economics) He seemed uncertain as to what was expected. I assisted him in identifying a number of possibilities.

PBD/djm

cc: Mel Miller

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

SCHOOL OF EDUCATION

March 16, 1972

Report of Supervisory Visit To: . . . . . _____
Portland Community College: . . . . . March 10, 1972
By: . . . . . Melvin Miller

An evaluation visit was held with _____ at Portland Community College. Time was spent on the self-evaluation by _____ and a discussion on some of the problems he was running into in implementation of his dissertation work being done in conjunction with Portland Community College curriculum Development activities.

Discussions were held with Dr. DeBernardis regarding _____ performance at Portland Community College. I expressed a concern for the lack of assurance that _____ displayed in his doctoral oral examination and attempted to obtain De's point of view regarding _____ performance under pressure. He felt schools in general created a fear of tests on the part of a person and did not see this as indicative og _____ performance at Portland Community College. He indicated, in fact, that _____ was performing in a very satisfactory manner and that he represented competencies that would be sought in filling a staff position in the curriculum area.

Later discussions with his more immediate supervisor, Dr. Harold Sargent, indicated _____ has had a full-range of opportunities of contact with various personnel within the community college including lay advisory committees. Dr. Sargent's evaluation of _____ performance was most satisfactory. He felt _____ was competent and moving well down the road toward accepting full-time work as a curriculum development specialist within a community college.

In the discussion with Dr. DeBernardis, it was indicated that perhaps _____ should be given an opportunity to exercise more leadership at the college. Dr. DeBernardis felt this was desirable and suggested that such an opportunity could be found in the curriculum development project _____ was working on. The later discussion with Dr. Sargent, in fact, did indicate that perhaps such opportunities had already been presented and that _____ had, in fact, accepted the leadership role and was performing as a recognized leader within groups where this opportunity had been provided.

_____ has accepted aproject at Portland Community College which both Dr. DeBernardis and Dr. Sargent say is needed in the comminity college and _____ has linked his dissertation to it. The project is an extensive revamping of the automotive curriculum to self-contained and self-instructional units involving curriculum development and related media application. _____ is working at this project in a conscientious manner and, hopefully, will be able to capitalize on the tremendous investment that Portland Community College is making in this project which is assisting _____ in reaching his own personal objectives.

MDM/sg

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

April 25, 1972

Report of Supervisory Visit to: . . . . _____
Portland Community College: . . . . . April 11, 1972
By: . . . . . Phil Davis

My main purpose in visiting _____ was to review his year's internship in order to determine possible changes for future interns. I found _____in the Auto Mechanics section -- specifically, Brakes -- where he is piloting his Learning Kits. This proved to be a very interesting observation. Twenty students started; two have already finished the program in less than 25 hours. The "old" method was a 75-hour unit.

_____ has all the material categorized into seven modules. Each module has written material, slides, and audio tapes to provide the cognitive information. Two old car chassis have been altered so that four students can perfect their skills at one time. _____ and the regular instructor are then free to move around the room giving assistance wherever necessary. On the surface, the approach appears to have some real merit.

_____ feels that he is having a fine internship at Portland Community College. He feels particularly pleased that his dissertation topic and P.C.C. assignment coincide. Some suggestions were made concerning the type of information he should gather in order to better compare his control and experimental groups. His recent work in proposal writing and evaluation have broadened his experience. Some of the evaluation work has been his responsibility -- assigned by Dr. DeBernardis.

_____ thinks he will return to his home state, September 1, if his dissertation is far enough along and if a job materializes. _____ strong points appear to be in curriculum development and program planning. He should have little difficulty with public relations, also.

PBD/mrk

APPENDIX I

PLACEMENT DATA

Name	Degree Earned	Previous Position and Agency	Position Taken and Agency	Date Left Program
Anderson, John	In progress	Chm. Industrial Ed Minnetonka Public Sch Excelsior, Minn.	Program in progress	
Batson, Betty	---	Teacher-Counselor Bessemer Tech Inst. Bessemer, Ala.	Guidance Counselor Bessemer Tech Inst. Bessemer, Ala.	8-15-71
Daly, Crayton	Ed.D.	Sup. Veterans Trg & Ed Voc Ed, State of Wash. Olympia, Wash.	Voc Ed Supervisor State of Washington Olympia, Wash.	6-15-72
Dresser, Judy	in progress	Dept. Head, Home Ec Public Schools Olympia, Wash.	Program in progress	
Heuchert, Arnie	Ed.D.	Voc Ed Director, Mt. Hood Community Coll. Gresham, Oregon	Director, Career Ed Prof Dev Center, OSU, Portland, Ore.	6-15-72
Huber, Jerry	Ph.D.	Dist. Instructor St. Louis Jr. Coll.	Voc Ed Specialist State of Nevada Reno, Nevada	10-31-72
Ledoux, Clarence	Ed.D.	Inst., Harris Voc-Tech School, Opelousas, Louisiana	Supv. of Voc Ed La. State Dept of Ed Baton Rouge, La.	6-15-72
Love, James O.	in progress	Business Ed Inst. SW Oregon Com Coll Coos Bay, Oregon	Business Ed Inst. SW Oregon Com Coll Coos Bay, Oregon	8-15-73
Massie, Jean	Ed.D.	Inst., Home Ec State Univ of N.Y. New York, N.Y.	Home Economics Ed North Dakota State Univ Fargo, North Dakota	6-15-73
Maxwell, David	Ed.D.	Elec., Farmer & Sales Rep for Paul Revere Co Ames, Iowa	Voc Ed Director Muscatine, Iowa Community Schools	6-15-73
McKittrick, Robt.	in progress	Asst. Football Coach Los Angeles Rams Los Angeles, Calif.	Program in progress	
Navara, James	Ed.D.	Supervisor State Dept of Ed Jefferson City, Mo.	State Fair Com Coll Sedalia, Mo.	6-15-73

Name	Degree Earned	Previous Position and Agency	Position Taken and Agency	Date Left Program
Neff, Gale	Ed.D.	Program Coord, Tech-Voc Ed, Tarrant Jr Coll Fort Worth, Texas	Coord, Tech-Voc Tarrant Jr Coll Fort Worth, Texas	8-31-72
Phillips, Wm. A.	Ed.D.	Dist Ed Reg Supervisor Fort Wayne, Indiana Community Schools	Director, Saginaw Skill Center Saginaw, Mich.	6-15-73
Prevost, Raymond	in progress	Voc Ed Dean of Inst.	Program in progress	
Reinmuth, Chas.	Ed.D.	Inst. & Admin., Mt. Hood Community Coll Gresham, Ore.	Voc Ed Director Clark College Vancouver, Wash.	6-15-73
Singkofer, Martin	in progress	Business Ed Sup, Western Wisconsin Tech Inst. LaCrosse, Wisc.	Com. Media Occup Cluster Corvallis, Ore.	6-15-73
Stemmer, Roland	Ed.D.	Div Chm, Tech-Voc Ed Everett Comm Coll Everett, Wash.	Voc-Ed Chairman Everett Community Coll Everett, Wash.	9-15-71
Sutfin, Wynn	in progress	Ag Instructor Hamilton H.S. Hamilton, Calif.	Ag Instructor Willows High School Willows, Calif.	6-15-73
Syhlman, Bill	Ph.D.	Teacher Eastern Wash. State Pullman, Wash.	Teacher-Educator Eastern Wash. State Pullman, Wash.	6-15-73
Griggs, Lawrence	in progress	Student Activities Cen. Mgr. & Counselor Oregon State Univ.	Program in progress	